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AUTHOR Davidson, Walter Craig
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ABSTRACT

An enormous amount of information and research is summarized in this report. The study concerns itself with the identification and interpretation of those factors that are germane to a Mexican-American high school graduate's perception of himself, his school, his home, his community, and their interrelationship and from which he attempts to relate himself effectively to the rest of the world and, thereupon, to construct the matrix of his life after graduation from high school. A conversational approach to data gathering was utilized. The author illuminates the reader concerning Laredo itself, the entire geographical area, the school district and, most importantly, the situation of Mexican-Americans who must live and confront this environment. Wide-ranging implications and conclusions, based on the comprehensive data, are included. In general, the public schools of Laredo are grossly deficient in providing the Mexican-American graduate with the skills and experiences which he needs to make it in the society with which he is confronted upon graduation. The research reported herein was funded under Title III of the Elementary and Secondary Education Act. (TL)

The Mexican American High School Graduate Of Laredo

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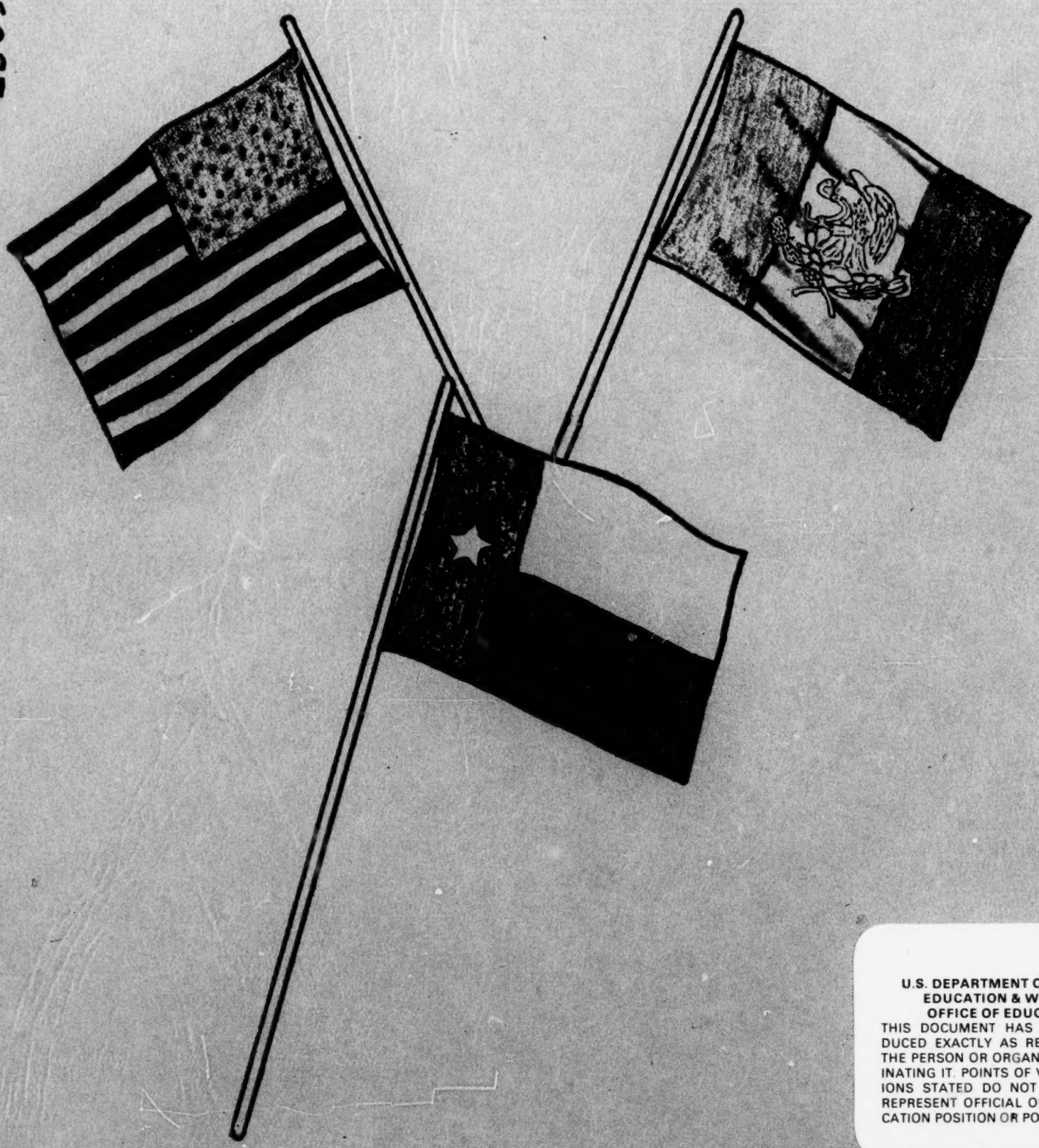

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WALTER CRAIG DAVIDSON

The Mexican American Barrio Dweller is:

"One who does not possess a reasonable sufficiency for satisfying while increasingly humanizing his needs and who is without any self initiated prospects for the future that exceed his present circumstances."

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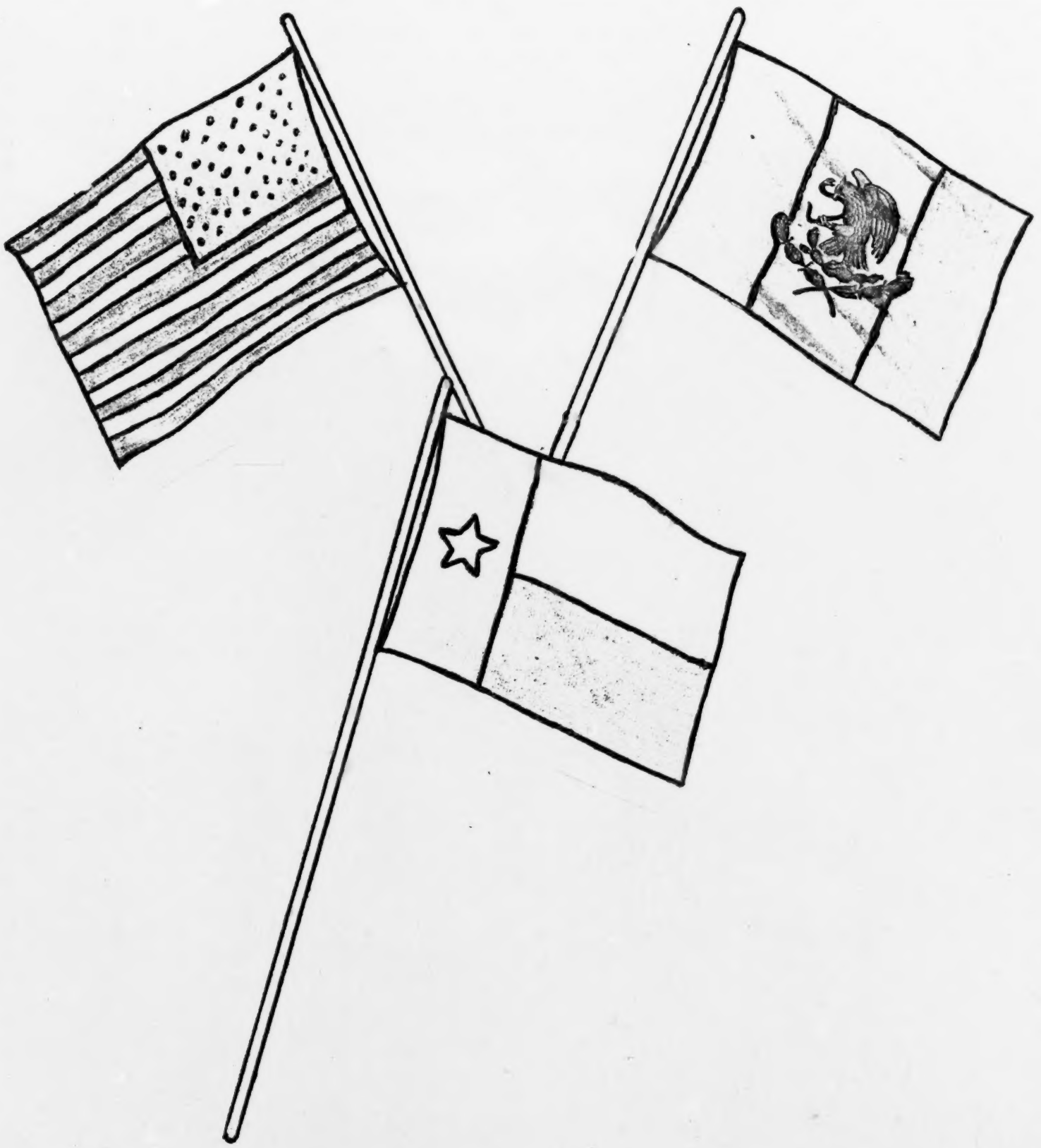

WALTER CRAIG DAVIDSON

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A

Laredo Independent School District Study

THE MEXICAN AMERICAN HIGH SCHOOL GRADUATE OF LAREDO

By

Walter Craig Davidson

Federal Projects
Laredo Independent School District
1618 Houston St.
Laredo, Texas 78040

PREFACE

This study concerns itself with the identification and interpretation of those factors that are germaine to a Mexican-American high school graduate's perception of himself, his school and community, his home, and the interrelationship of these areas and from which he extracts those factors that, to him, are pertinent in his attempts to relate himself effectively to the rest of the world and upon which he attempts to construct the matrix of his life after graduation from high school.

The methodological format of the study is predicated on an attempt to overcome the disenchantment of many researchers, in the social and behavioral science areas, with a purely quantitative analysis of accumulated data, with the underlying assumption that from such quantification, quality or the essence, can be inferred or distilled. The statistical evidence or quantity is no substitute for the quality inherent in the human experience. Thus, there is little concern with trying to elicit from the data an interpretation of quality or the lack of it, by a demonstration of "rigorous quantitative method" at the expense of ascertaining from an individual person's point of view, precisely why he believes his life since high school graduation has been as it has, what it is that seems to have caused various and unforseen difficulties and what needs to be done to prevent or ameliorate the effects of such problems in the lives of the graduates in the future. And one is virtually forced to assume this position because for every problem or situation identified by such quantitative methods there is another problem or situation with identical quantitative characteristics

but with very different qualitative human results; there must be something quantification does not and indeed, cannot, take into account.

Quantitative methods and quantified results simply fail to furnish data that provide a useful interpretation from the standpoint of the underlying interdependent factors that serve as the subliminal sociological communication and interaction pattern of a cultural matrix and upon which individual psychological interpretation of sensory perception and individual sociological involvement are almost wholly dependent. By way of example of this rather oversimplified concept; when one observes that the quality of life style and accomplishment have become for almost everyone, psychologically externalized, it follows that the judgement of others and the assigned or acquired status of an individual depends upon what goods does he have for visual display and what services can he command at what price. Next, it appears that the locus of self-respect is for all these people no longer found through introspection. Further, while this situation has existed for the uneducated for sometime, it seems to encompass today a larger percentage of the U.S. population than it did prior to the Industrial Revolution. Also to be considered is that this is the basis for non-intellectualism and anti-intellectualism, with the mitigating element in the latter being that usually it requires the use of some small segment of the mental faculties in social involvement. Thus, from the above, it is not difficult to deduce either excellent teaching strategies or why, for example, popular TV programs are so popular and why the efforts from outside the industry, to raise the quality of them will not succeed. Also, stemming from a lack of understanding of the importance of the above concept, are the attempts to identify and utilize only the certain and rational in the face of the reality of much obvious uncertainty and irrationality. Such

quantitative efforts have lead us into research results useful only for making the widest, shallowest and least helpful generalizations. To apply such broad statistically based abstractions to the field of public schooling is to negate not only all we, at this point, know about the individuality of the learning process but to render sterile the basic rationale if not of the schools themselves, then that of their compulsory attendance regulations, i.e., that engagement in the social process of legally approved schooling is so vital to the well being of the individual and to the society at large, that attendance is mandatory for a period of time and graduation therefrom is a celebrated event. In short, if we cannot verify by individual behavioral results that schooling is indeed worthwhile for all whom we require to attend, then to demand such attendance becomes, at the least, immoral, in a democratic society, and, at the very best, in any society, unethical.

The point is that one cannot aid a school. One can improve a social situation or institution only by concern and action that is both affective and effective on an individual basis. The problems created for society and the societal problems of the unsuccessful graduates, to the degree that such lack of success can be attributed to a deficient high school curriculum experience, are a result of many individual decisions and will be ameliorated in an identical fashion or not at all. School authorities seem prone to seek solutions to problems made evident by the accretion of individual decisions, by recreating the classroom environment, i.e., with teacher, text and regimented rows of students. Since twelve years of this environment have not produced very many Mexican-American high school graduates who can even read a newspaper, with a considerable percentage of the total possessing an attitude toward themselves that seems permanently arrested at the early

stages of puberty, an attitude that is based largely if not exclusively on an obvious and deep seated reluctance to assume the legal and moral responsibilities attendent on chronological age maturity, one remains perplexed as to the rationale for attempting to alter individual behavior on a predictable basis, by the continued predominate use of this authoritative method of schooling.

While the inclusion of the responses of principals and teachers as quoted in Appendix A will hardly furnish the key to the dynamics of Mexican-American individual and thus, cultural change, at the least they will provide some acquaintanceship with the social milieu of Laredo as perceived by some of its better informed Mexican-American citizens and it is not unlikely that they contain a key to the dynamics of the high school graduates behavior; a matter that will be more fully explored in the Implications.

Very simply, this study is designed to illuminate the feelings of the graduates through seeking what is deep in their hearts by listening to them and from such conversations, ascertaining what in their opinion needs to be done to bring about sensible changes in the public school setting to increase both the rate and degree of success for future graduates. In brief, the public school must be held to high standards of social accountability for the results of the requirements for their students insofar as those requirements for graduation contribute to the probability of success or failure, after the student has graduated.

This study is also largely restricted to the Mexican-American of Laredo with whom the personal and professional contacts of the writer have been almost invariably pleasant. However, several of them, as one might expect, share with some people of other cultures the individual problem of how to

disagree without being disagreeable, and they often fall into the emotional trap of attacking the person instead of the intellectual content under discussion.

Other than specific references of interpretation of the data contained in the Tables of this study, all of the other interpretative remarks of whatever nature are based on data from other studies; from interviews; from the writer's own research experience since 1956 with the Hispanic ethnic people in Florida, California, Colorado, Arizona, and particularly the area from Alamosa, Colorado through New Mexico to Brownsville, Texas, along the Rio Grande River Watershed. Further, the interpretative statements are made, in the mind of the researcher, with the concept of the normal curve of probability in the background, and are not to be received by the readers as being of a dogmatic, indisputable nature even though the remarks occasionally come through in that manner. The researcher is well aware that exceptions do exist and that occasionally they exist in relatively large percentages; however, irrespective of the range of statistical distribution, the Mexican-American can be characterized in the area of economics, of sociology, of psychology, etc. Such characterization may also be woven into a gestalt, of operant internal and external behavior based on subjective and objective motivational factors, that serves to identify the Mexican-American collectively and, keeping the range of individual differences in mind, also serves to aid one in understanding something of the Mexican-American situation and the assumptions on which that situation rests when engaging in social interaction with one or a few Mexican-Americans.

In order to obviate the necessity for tedious repetition, other than in those statements in which towns, Border areas, the Rio Grande Watershed, etc., are mentioned specifically, the writer is referring to Laredo and its Mexican-American barrio population.

ACKNOWLEDGEMENTS

The researcher was extremely fortunate in again securing the interviewing skills of Maria Elena Requejo and Victoria Benavides , both of whom worked on the previous study The Trauma of the Dropout. Capably lending their support in the interviewing were Irene Duncan and for a short period of time before returning to school, Concepcion Rodriguez. Inasmuch as interviewing is best done on weekends, during holiday periods and after the usual working day is over when the respondents are available, the interviewers put in long hours to accomplish a difficult task.

For her assistance in typing the manuscript, proofreading, assembling the data of the tables and checking the references in the findings it is difficult for me to express the extent of my appreciation to Doris Louise Davidson, ESEA Title III Federal Projects Office Manager.

Miss Benavides after seven months of interviewing made herself even more indispensible to the success of the study by tabulating the data from the interviews, typing much of the manuscript and in duplicating the copies.

Of course, without the generous cooperation of the respondents there would not have been a study. Considering that we intruded on their leisure time, occasionally more than once, and interrupted many of them while visiting in the home of their parents during holiday periods, their patience and courtesy rarely faltered, and for this I am very much indebted to them.

Some measure of the need to improve and the interest in improving the educational opportunity for future graduates may be gained from the fact that at their own expense of money and time, some forty respondents returned the completed questionnaires from Navy ships at sea, military bases in Europe, the combat areas of Vietnam and sundry other places. To each of them I am deeply grateful.

The researcher would like to acknowledge how very difficult it has been not to gloss over the reality of the situation in which the majority of the people of Laredo find themselves. In coming to understand their externally imposed alienation from opportunity, it has brought to mind something learned in the Orient a number of years ago "Life is the most precious of gifts, yet some things are worse than death." From the standpoint of sociology, psychology, education, etc.; it has not been difficult to portray the barrio Mexican-American; it is just difficult to believe.

The researcher would also like to acknowledge his admiration for the businessmen of the Chamber of Commerce, the other self-styled community leaders, and the ladies of the many lower middle-class social clubs, it is rare to find so many content with inanity, with self delusions of worth, with self congratulations as to their community spirit, and with their mutual admiration societies. It would appear that these social lions of Laredo have never asked much less tried to answer two questions. "If Laredo is such a fine place, why is it that the public school dropout rate is over 70% and more than 65% of the families are incarcerated in poverty?" and "If everyone is doing so well in Laredo, why does the entire 'community leadership' have one hand extended toward Washington and the other hand extended toward Austin, palms up, all the time?" Has it never occurred to them that if money were the solution to the problems of Laredo and elsewhere, there would never have been any problems in the U.S. in the last 50 years.

For whatever faults the study possesses I will assume an existential responsibility; however, gentle reader of the immediate area, as many a researcher has stated before me, "just because I have brought these data to your attention, it does not follow that I created the conditions that produced them."

W. Craig Davidson

2013 Chihuahua
Laredo, Texas 78040
July 1971

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INTRODUCTION

To understand Laredo and its Mexican-American inhabitants one must give some consideration to the entire Rio Grande River watershed from just south of Alamosa, Colorado to Brownsville, Texas. This watershed is and has been for over 300 years, occupied by some form of Hispanic mixed blood, although never in very large numbers until this century. Away from the watershed in various pockets, such as in Mora County, New Mexico, the people are Spanish-American and are very nearly the same blood line as came originally into the area prior to the independence of Mexico from Spain. However, along the River beginning south of Taos, New Mexico and up its tributaries they are a blood mixture of primarily three groups, i.e., the Hispanic, the Indian and the Negro and more recently and to a lesser extent, the Anglo.

The varying degrees of mixture of the first two and of the last one is evident throughout La Raza (The Race) wherever they may be; however, the mixture with the Negro is largely restricted to the Mexican-American of the Rio Grande watershed and especially in those areas where the U.S. established forts, all of which were staffed at one time or another, with Negro cavalrymen. And the tales still told in the barrios of Brownsville about the Negro troopers of Ft. Brown, never seem to find their way into the public school social studies units on the heritage of the Mexican-Americans.

While blood mixtures may be both interesting and of some importance, there are at least three other factors of much more importance if appreciation of the plight of the modern day Mexican-American is to be gained.

First, the Rio Grande watershed prior to World War II was never attractive to manufacturing, to fishing on a large scale or to any other form of commercialization to a degree sufficient to create an excess of

capital for investment and reinvestment. Thus the Mexican-American of New Mexico and Texas was by-passed during the Industrial Revolution. Today only two large cities along the River, El Paso and Albuquerque and two smaller cities, Las Cruces, New Mexico and McAllen, Texas have developed economic resources enough to sustain a well identified and reasonably substantial Mexican-American middle class, and even these cities are microcosms that to a major extent are marginal ones, economically speaking.

The people of the River watershed lived on a subsistence basis of government jobs, military post payrolls, trading, family garden plots and a few domestic animals. They also had the political system of one man rule, i.e., el patrone or el jefe (the Boss); the sociological pattern of an interface area; and a sociological pattern lacking a sense of self-identification and self-worth; all of which reflected the meager resources of the people.

Second, with the advent of state funded support for local public schools a rich source of new money entered the local economy. The public schools were immediately taken over by the local politicos and employment in the system depended not on competency but on political reliability. And the crude, unlettered political control created by this second development was so all pervasive that the quality of the public schools of many River watershed towns, including Laredo, has never been able to surmount it.

Thus, the situation rocked along and about 90% of the people of the River watershed towns, each with its el jefe, lived the life of Markham's "The Man with the Hoe." But little by little the smaller River watershed towns were dying out. More Mexican-Americans were moving to Houston, Corpus Christi, San Antonio, El Paso, Albuquerque and from northern New Mexico the Spanish-Americans were moving into Pueblo and Denver, Colorado

Then some innovative, creative and meaningful person at the federal level who was fast running out of places to send the U.S. tax dollar, decided to start giving the money away without evaluative controls or accountability safeguards, to those who were 'disadvantaged' and the War on Poverty was underway, with about the same level of understanding of the real problems involved as marked our entry into Vietnam and with about the same possibility for success.

Third, ElJefe had been having it pretty rough for quite awhile. In fact, in mnay River watershed towns he too had left for the glittering lights of the city, but once again an outside funding agency with apparently limitless pesos, was coming to town. Welfare, food stamps, surplus commodities, OEO, Model Cities, National Defense Education Act, Elementary and Secondary Education Act, etc., etc., etc. The Mexican-American was right back where he started. El Jefe was running the local show and once again interviews for employment or a share in the government grant money of whatever kind, began and ended on the basis of the suitability of the answers to two questions 1) "Are you a native of Laredo?" and 2) "Who is your father?" or "Who sent you?"

Thus the more federal and state money doled out to Laredo and other River watershed towns, the more they regressed in politics and in their sociological patterns toward their earlier primitive power structures. In Laredo, El Jefe, whomever he may be, is riding high on the backs of some 60,000 barrio bound Mexican-Americans who have only welfare, carefully parceled out, for a present and future, and a cultural heritage of poverty for a past. (The term welfare is used herein to indicate the entire congeries of programs operated on state or federal monies for alleviation of some real or fancied problem of disadvantaged or poverty encased people.)

Political control under these circumstances, as de Tocqueville pointed out, is very easy to maintain if the political powers know how each person voted. And such information in Laredo seems easily gained if one is interested in doing so and just happens to have the right set of keys.

Laredo in its elections uses paper ballots that are numbered in two places. One number on the main portion of the ballot itself and an identical number on a 2 inch by 2 inch square in the upper right hand corner of the ballot. In the voting procedure one is required to tear off from the main ballot, the small numbered area and sign one's name on the back of it, for deposit into a box separate to the box in which the ballots are placed, under the watchful eyes of the poll box attendants.

In short, with very few exceptions, the Mexican-Americans of the River watershed and more especially along the Texas Border, have never been exposed to the way of thinking and behavior of the distributive- electro-biochemical-communicative-industrial system of the mainstream of modern America, and they are equally ignorant of modern Mexico. The mental processes and the resultant attitudes of the Mexican-American barrio inhabitant are formulated so simply and so differently from those of the general U.S. population, including all other ethnic groups except the reservation Indian, that genuine in depth communication as a basis for understanding and agreement on a future course of action, is just not possible at the worst and barely possible at the very best.

In order not to appear either ignorant or stupid, Mexican-Americans and their leaders will nod their heads in agreement to something the speaker believes he has carefully explained, when in fact they have neither understood nor have any intention of doing whatever it is they have agreed to do. After all, El Jefe knows how he acquired authority

How the Anglo appears to the Mexican American

and power and he is not about to play a role in helping the modern day peon rise to a higher level thus be in a position to place such power and authority as El Jefe has in jeopardy. Elections along the Rio Grande watershed are not designed by opponents to improve the system for the voters or to actually accomplish something of social benefit but to decide who gets together with whom to divide up the jobs, i.e., the money received from state and federal sources. Their personality orientations generally are not geared to capital investments and long term benefits but to immediate and personal gain; "Mordida" the pay off is their goal and motto. And such pay off may be in almost any form as long as it is explicit. Many people who view the Mexican-American with a jaundiced eye, all too often overlook the fact that philosophies based on idealistic moral and ethical principles are neither formulated nor understood by the frightened and insecure. The Declaration of Independence and the U.S. Constitution were not written by men who were familiar on a long term basis with deprivation and physical hunger; who were lacking internally based self-respect or who were fearful to the point of paralysis at the thoughtof being subjected to the legal control of people unknown to themselves.

This researcher has been an observer in perhaps a hundred meetings from Questa, New Mexico to Brownsville, Texas, in which some barrio or small town leader incensed at having to justify on paper the need for and the use to be made of federal or state funding would remark, "Why don't they just give us the money? Then we will decide how to use it when we have it." And in these meetings there is a terrible sense of urgency to get the money before some other place gets it all. Instead of writing a carefully thought out proposal designed to create predictable change, which is in reality beyond anything they can do, they put something on paper and send it off to

the proper federal or state agency then they write, wire, and call their state and federal level representatives and senators to intercede on their behalf with the appropriate federal or state agency. It seems to this researcher that if Paul Revere had been representative of the spirit of Laredo and he had managed not to drown while crossing the Charles River, his cry would have been "The British were here! The British were here! Declare this a disaster area ... give us some other people's tax money." One could recommend some sort of on-site advisory or supervisory system to oversee the local expenditures of federal and state money, and it is obvious that something of this nature is needed; however, the Bureau of Indian Affairs has made it perfectly clear for a 100 years or so that no bureaucrat is going to implement procedures that will eventually make his position superfluous.

The point being expressed here is that the Mexican-American of Laredo is lacking in cultural and psychological integrity because he is different from the Mexican National; different from the Anglo; and lives in a world that stemmed from both but is now only distantly related to them. This distant relative of both the U.S. and Hispano cultures, this environment the Mexican-American, individually and collectively, occupies in Laredo possesses neither a system of values nor a hierarchy of categorical imperatives that serves as a relevant set of principles for viewing himself in relationship to the modern world in some infinite space-time context. In this regard Laredo is a perfect intellectual vacuum, having neither a philosophical nor even a compassionate philanthropic basis for group behavior. And this world of his, lacking every aspect of more than imitative cultural quality, is so polarized along social, economic and political lines of force, and so totally beyond his mental grasp that he can only huddle with his family and plot survival techniques. And if survival is guaranteed by government grant

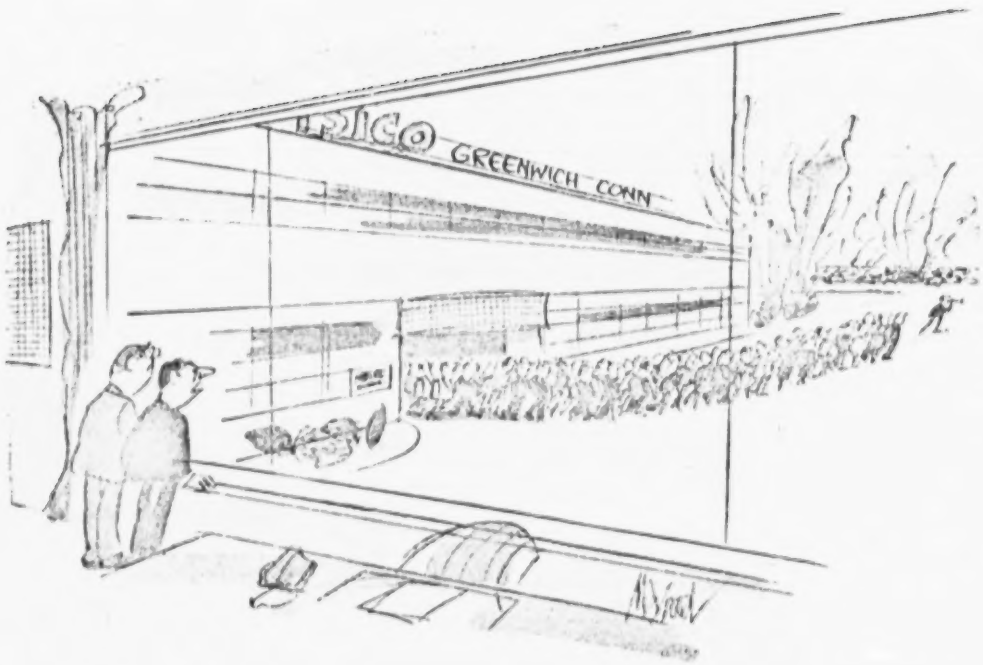
then he is totally lost as a human political being inasmuch as all the grounds for his own behavior are denied him, with the exception of one; the Church.

Whatever the intentions of the Church may be, instead of lending strength to the Mexican-American as an individual in need of spiritual assurance with dignity in a secular world, it inculcates the Mexican-American with not only a fatalistic belief that operates to deny him any feeling of control over his own destiny but with the belief that in life "borriga llena corazon contento." (a full belly equals a happy heart). It would appear that however valid the metaphysical hypothesis of the local Catholic fathers may turn out to be, they are as virgin in 20th Century knowledge of individual human values as they purport to be sexually. (See APPENDIX A).

In such a climate of social interaction as that portrayed in this and other studies, one might well inquire "Fractured as it is what is the binding element holding it together?" And the answer is found in just one word "Fear." Fear to the point of terror.

The Mexican-American sub cultural groupings or small towns, possess no commitments to larger social goals. Nor do these small towns or the barrios within them operate on a positive social basis relative to one another. Jobs are so few within each town and barrio and welfare money so dear, that a feeling of mutual trust and genuinely cooperative endeavor are beyond the realm of possibility, as they view it.

Thus a Mexican-American male and his family members must get all they can as quickly as possible and by any means at hand. If the male can obtain jobs for all, he will deliver the vote of each one, and the stub torn from the ballot serves as a means of proof that the votes were delivered as agreed.



"My God! It's Pepe taking them back to Laredo!"

If there are no jobs available then enlistment and continuation on the welfare roll serves equally as well as a job and entails a great deal less trouble. By just delivering the votes of the family the male can remain at home and watch TV; gather on the vacant lots or in the bars, with the other males and talk; or stay at home and multiply.

However, this family male, lacking in both training and education, possessing neither geographical, nor social, nor economic mobility, does know one thing well. He had better listen and listen carefully to the words El Jefe has transmitted to him directly or through the barrio leader. Not only does the food on the table depend on his compliance with the directions indicated by El Jefe's words but in many cases the tecoruchos (barrio type shack or house) as well. Property taxes while not high, are to some of the poor beyond their means and for years many Mexican-Americans have been unable to pay them. At any time El Jefe can give the word and the house can be sold for back taxes.

The often remarked on pride noted in the Mexican-American male is largely an over-reaction to the fear deep inside and to machismo or manliness which serves a psychological compensation role. El Jefe does not care how many women other Mexican-American men sleep with after all, he may have a casa chica of his own, and such activity can serve not only as a topic of converstion and the gaining of status with the Mexican-American male's peer group but enhances and serves to protect the individual ego as well.

From this point of view, it is not difficult to understand the attachment the Mexican-American has to his experiences as a worker on the migrant trail to the North each year. In the first place he escapes the direct influence of El Jefe for awhile, and in the second, he is usually

welcomed by those who employ him. And the latter seems only to happen to him at home at election time.

Paradoxically to that immediately above, the Laredo born Mexican-American when living elsewhere and with excellent economic prospects for the future will often just give up and like the American Indian who "returns to the blanket," return to the barrio from whence he came. It is as though he has exhausted his individual energy and reached his threshold of tolerance for sustained endeavor; for competitive self-articulation; and for the usual frustrations attendant upon living, plus whatever special frustrations he may have even when residing among Mexican-Americans of other towns or cities. Laredo with its imperceptable rate of social change and general progress, serves as a sociological and psychological haven from a more demanding world for many of the barrio Mexican-Americans who manage somehow to break away at one time.

In defense of those men who occupy the position of el jefe in whatever context among the Mexican-Americans, it is the observation of this researcher, that they are in no sense lazy or unintelligent men. While operating in a cold, pragmatic manner as regards their dictatorial power, when such power is not threatened by events or other men, they can be and most often are, disarmingly charming and gracious. Their only flaw in depth, insofar as 20th Century America is concerned, is the continued usage of their heritage of a modus operandi suitable to a pre World War I social and political world that is now not only inappropriate for the Mexican-American sub culture but disparages el jefe himself, the Mexican-American generally, and the better educated individual Mexican-American specifically. Yet, and this point cannot be over-emphasized, those who presently occupy the position of el jefe in the border towns simply do not know and probably cannot trust

circumstances far enough to allow them time to learn, any other political method. The effective two party system does not exist in Mexican-American Border towns.

Further, it is the categorical position of this researcher that unless the people of an area, the officials elsewhere who are attempting to aid an area in need of help, and the people who administer the assistance are willing to face the fundamental and foundational sociological and psychological realities, as well as they do the quantitative economics of a situation, then little or nothing of value to anyone will be accomplished but much grievous harm will be done, and large amounts of public money will be wasted.

In this respect the most flagrant assininity, insofar as it concerns the Mexican-American ethnic group, is the prevalent belief in some quarters that the best type of person to successfully administer a program designed to alleviate the problems of an ethnic minority is one who is a member of that ethnic sub culture. This argument takes the form that such an individual knows the problems of the 'target' minority because his life is their life. However, it is the thesis of this researcher that the individual immersed as a way of life in a social problem is so much a part of the situation that he is blind not only to the reality of the problem itself and to the antecedent factors that led to the present circumstance but he possesses no clue to its solution as well. And this is to say nothing relative to the lack of understanding of the ethnic minority administrator to the antecedent conditions that produced those cultural and individual characteristics which he hopes to foster on himself and members of his own ethnic group at the expense of their present behavioral patterns. For example, one can, with reason, join Alcoholics Anonymous, become a member in good standing, never take another

drink as long as one lives and still be an alcoholic every day of that time. Why? Generally AA treats only the behavioral symptom of the problem, and that is precisely what the Mexican-American leader does and what most governmental projects do. Thus the Indian is still on the reservation and the Mexican-American is still in the barrio.

As a reaction to their individual and collective lack of identity, and as a result of having maintained a superficial connection with Mexico through their dietary habits and through the vulgar level of discourse of Border "Spanish," the barrio Mexican-American is well on the way to believing that he can become a Chicano, which in the U.S., is another way of saying that he intends to remain encased in poverty. In A New Look at the Attributes of the Mexican-American, E.J. Casavantes states "But, to speak Spanish well, to enjoy Mexican music and Mexican food, to periodically recall the customs and ways of life of Spain and of Mexico, these are truly Chicano."

On this basis there are undoubtably more Anglos who qualify as Chicanos than there are Mexican-Americans. Few Mexican-Americans speak Spanish at all well and even fewer know anything of the customs and ways of Mexico above those of the lowest economic and social classes, and the number who possess any valid information relative to the mores of Spain is infinitesimal indeed.

It is the view of this researcher that the Mexican-American of the barrio is as unlikely in his present circumstances to become "truly Chicano" under the requirements noted above, as he is to become truly American under the present type of programs funded by the federal and state governments. Whatever else he may be, the barrio incarcerated Chicano or Mexican-American is:

> "One who does not possess a reasonable sufficiency for satisfying while increasingly humanizing his needs and who is without any self initiated prospects for the future that exceed his present circumstances." WCD

RESEARCH OBJECTIVES

Within the area of Research Objectives and within the limitations imposed by the data available, the researcher felt it incumbent upon him to ascertain the answers to a number of questions concerning the high school and post high school experiences of the Martin High School Mexican-American graduates of the classes of 1965 and 1969.

The students of Martin High School are representative of the lowest economic area of Laredo. Its students have progressed from the several elementary schools of the barrios through a single, terribly over crowded, barrio located junior high school, to Martin High School, which in effect, shares a campus with the junior high school. This large campus is located on the western side of Laredo south of and adjoining the Civic Center area. (See location 7, APPENDIX B).

The next higher economic bracket of Laredo is represented by the Mexican-American of Nixon High School. The building is now six years old and like the very much older Martin High School building, was designed to hold comfortably about three fifths of the present enrollment. Both of these high schools will go on double sessions in 1971-72. Nixon High School is located on the eastern side of Laredo near the air base, at the area where Malinche meets Locust. (See APPENDIX B).

The private and parochial high schools of Laredo are representative of those Mexican-American and Anglo parents in Laredo who have the funds to pay tuition for the attendance of their children, feel for one reason or another that the public schools are inadequate, and/or know with some certainty that the public schools are inadequate. The latter category being occupied by a number of public school teachers whose children are enrolled in a

private or parochical school.

Generally, the highest economic level of the Laredo area is the suburb of Del Mar (SEE APPENDIX B) located to the north of the Laredo Independent School District. The United Consolidated Independent School District has a Mexican-American population of approximately 600 and an Anglo student population of approximately 1200, with about half of the latter figure from the Air Base. It will be noted on the Map (APPENDIX B) that there is no road directly from the Air Base to Del Mar. Thus the school buses going from the Air Base to the United Consolidated schools located in the Del Mar area, must drive west on Saunders, at the south edge of the Air Base, to IH 35 then proceed north to Del Mar and then east on Del Mar Blvd. to the United Consolidated school buildings, the high school building of which is located just to the east of Lindewood Drive as shown on the Map. Such procedure for transporting children seems inexcusable when a short intermediary road could be built with so little effort and money. However, as one might expect, El Jefe and Laredo generally, apparently see little profit in a road to be used largely for Anglo school children of another district and those airmen and officers of the base who reside at Del Mar.

In keeping with the stated policies of the present national administration to maintain a low profile in international relations, the commanding officers of the Air Base over the past years have simply gone about the business of flying training while maintaining only the minimum of correct public relations with the city and county officials of Laredo and Webb County.

It is surprising that the Air Base has not constructed its own on base school system. Of the number of bases in the southern U.S., it appears to be the only base without its own system, at least on the elementary level.

A fifth stratification level of students on the high school level is comprised of those families who send their children to a private high school in San Antonio, Houston or occasionally to one outside the state. This practice seems to have decreased over the past few years among the economically better off and more Anglicized Mexican-American families as they have increasingly moved into the Del Mar area. However, and even though the evidence is not conclusive, with the Mexican-American student population percentage increase in both the United Consolidated high school and in the LISD high schools, it appears that such practice has slightly increased among the Anglo families of Del Mar, of Laredo and the Air Base housing area.

The 1965 class at Martin High School was the last class in which the LISD had only one high school. Nixon High School was completed and classes began there the following year. Thus the objectives of this study were designed to elicit information from the respondents that would allow a comparison between the 1965 class with its greater economic and social range of Mexican-American studetns and the 1969 class with its more homogenious range of Mexican-American students from the barrios. The objectives of the study thus reflect this intent as follows:

1. What percentage of the graduates continued into post high school programs and what percentage did not?

2. What types of programs were selected by continuers?

3. What percentage of those entering post high school programs completed such programs and what percentage dropped out?

4. What reasons were given by the dropouts for deciding to discontinue their post high school programs?

5. Are there discernible common factors which characterize the 1969 class graduates in contrast with the 1965 class graduates such as: sex, size of family, facility in ethnic language, education of parents, repetition of grades and subjects, favorite subject in

high school and favorite activity in high school, etc.

6. How do the Mexican-American high school graduates evaluate their high school education in regards to the following:

   a. The value of their high schooling in relation to their present status?

   b. The extent and effectiveness of guidance and counseling received in high school?

   c. The encouragement they received to continue into a post high school program?

   d. Changes they consider desirable in the high school?

   e. The paths they would follow if they had an opportunity to begin again?

   f. Their opinions as to why some of their fellow grade 12 students did not graduate?

   g. Their impressions of prejudice through experience or observation and its effect upon their educational plans.

   h. Their definitions of success, and the percentage who consider themselves successful?

7. What curriculum additions, deletions or changes seem necessary if the graduates are to be able to take advantage of the opportunities open to them?

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LAREDO TEXAS

or

Tertium Quid

Laredo, Texas is located on the banks of the Rio Grande near the Southern tip of Texas. The city lies at a latitude of 27.32 N., and longitude of 99.28 W., and it is approximately 145 miles from any other population center in Texas. It is the county seat of Webb County, with an economy dependent on agriculture; on federal, state, and local governmental jobs; and on international commerce. Laredo and her Sister City of Nuevo Laredo, Tamaulipas, Mexico are the principal ports-of-entry into Mexico on the Pan American Highway, along the extensive Mexican border from the Gulf of Mexico to the Pacific Ocean. Altitude ranges from 468 to 600 feet.

Laredo was founded on May 15, 1775, by Don Tomas Sanchez, an officer of the Royal Army of Spain, at a ford on the Rio Grande, as a part of the Spanish colonization program. Laredo is the oldest independent City in the state of Texas and has been under seven flags....Spain, Mexico, The Republic of Texas, the Confederacy, the United States, France, and at one time was the capital of the separate Republic of the Rio Grande. Among the other border cities it has retained on a more pronounced basis, however, the qualities of social and economic stratification and inequity of the South Texas Border and Northern Mexico. Such cultural and geographical isolation has created a society which is to some extent bilingual with a local patois, Tex Mex, predominating. The city has retained few if any of its early Latin customs, and the many rich traditions of the early Spanish settlers are best known only to

historians and cultural anthropologists.

Laredo's climate is classified as semi-arid and is characterized by an abundance of sunshine throughout the year, relatively high summer daytime temperatures with low humidities, and mild winters. The average monthly maximum temperatures range from 68°F in January to 100°F in August, while the average monthly minimum range from 46.4°F in January to 75.5°F in July. The highest temperature recorded since 1937 was 115°F in June, 1942; the lowest recorded in the same period was 18°F. The temperature falls to freezing or below only 6 times each year. The average growing season is 293 days starting in February and ending in November. The average annual temperature is 74.3°F.

The average daily maximum relative humidity is 82%, and the average daily minimum is 45%. Prevailing wind is from the southwest at an average speed of 12.6 miles per hour. Normal annual rainfall is 19.49 inches. Snow in Laredo is rare with only four measurable amounts in the past 20 years. Storms occur very seldom. The last storm with very high winds and intense rain occurred in 1909. Flooding of the Rio Grande at Laredo, causing appreciable damage, is rare.

Construction of the second international dam, Amistad Dam, on the Rio Grande, just above Del Rio, Texas assures a constant, abundant supply of water for irrigation of crops and other purposes, in addition to flood control in this area.

Laredo's present population is 70,512 (1970 Census); Webb County is 80,791. Ninety-five percent of the population is of Mexican descent. Nuevo Laredo, Mexico has a population of 157,000.

Housing in Laredo is affected by the presence of Laredo Air Force

Base personnel, new residents, and winter tourists. There is a scarcity of rental units; however, others are slated for completion in the near future.

At the present time, there are twenty-six public schools in the Laredo area, including 21 elementary, 4 junior high, and 3 senior high schools, teaching both academic and vocational courses. These schools are fully accredited with the Texas Education Agency. There are twelve private and parochial schools, both elementary and high schools; one business college; the Laredo Beauty College; the Laredo Junior College; and a branch campus of Texas A & I University, Kingsville, Texas. Plans for the financing of additional classrooms plus enlargement and new facilities at several existing schools are already underway.

Laredo Junior College is a small two-year institution located at Fort McIntosh, offering college and university parallel courses in lower division work in liberal arts, science, engineering, teaching, medicine, etc. The college is accredited by the Southern Association of Colleges and Secondary Schools. Continuing education is provided for those citizens who desire it; and terminal, technical and vocational courses are offered, on a limited scale. The embryo of a 4 year college has been established by limited junior level and senior level courses offered on the Laredo Junior College campus by Texas A & I, and audited on a cost-benefit basis, the Laredo campus is probably one of the most expensive publicly supported ones anywhere. It purports to have an open door policy but in fact its policy is more of a revolving door one.

Laredo is provided with professional medical care by 35 practitioners (1 per 2,286) and 7 dentists (1 per 11,428). There are 6 medical clinics, and several others are being planned or are under construction at the

present time.

Laredo has a 250-bed hospital. The total cost of the present building was $5,000,000.

There are two newspapers in Laredo....The Laredo Times, 1404 Matamoros Street, afternoon daily; and the South Texas Citizen, 1212 Victoria Street, weekly, Thursdays.

Radio service for Laredo and surrounding area is rendered by two radio stations....KVOZ, 1409 Kilocycles; and KGNS, 1300 Kilocycles. There are seven AM and 1 FM radio stations in Nuevo Laredo, Tamaulipas, Mexico.

Laredo has one television station....KGNS-TV, Channel 8. This is a VHF station and carries programs for two major networks. Nuevo Laredo, Mexico has one television station....XEFE-TV Channel 2. Laredo independent School District has a one channel Instructional Television outlet.

Leading industries in Laredo are cattle raising, farming, manufacturing, import-export, and tourism, as well as oil production. The following are some of the commodites manufactured in small size plants in Laredo; brick, tile, children's clothes, novelty and work straw hats, mattresses, saddles, dairy products, bakery goods, candles, insecticides, carbonated beverages, transistors and diodes. Laredo has the only antimony smelter in the United States. Much of the ore supply comes from Mexico in trainload lots; it is then refined and shipped all over the world. The total employed by industry is just under 1,600; by agriculture 2,075; 215 in mining and smelting; 1,145 in construction; 2,145 in transportation communication and utilities; 9,020 trade employees, almost one-half from Nuevo Laredo; 830 in finance, insurance and real estate; services and miscellaneous employ 4,805, also many from Nuevo Laredo; and federal, state and local governments employ the largest number 5,900,

many of whom are from Nuevo Laredo. Unemployment ranges from a low of 6% in late summer to a high of 12.14% in the winter. A high of 16% unemployed was reached in February 1971.

International trade including easy availability of narcotics just across the River, is a major factor in Laredo's growth. Export, import, and tourist trade funnels through Laredo from all parts of the United States and Mexico in steadily increasing volume. It is the principal port-of-entry on the United States-Mexico border; and more than one-half of the total north and south bound tourist trade, entering and leaving Texas through its seventeen ports-of-entry, and approximately 60% of the total export-import trade crosses through the port of Laredo. Laredo is also the retail shopping center of residents from all of Northcentral Mexico, with 70% of Laredo's total business volume with Mexico.

Laredo is the southmost terminal of Interstate Highway 35 and United States Highways 81 and 59. It is also the gateway to the Pan American Highway. United States Highway 83 and Texas Highway 359 serve Laredo, too. In addition to the highway system mentioned above, the city is served by many farm-to-market roads.

It is served by the Missouri Pacific Railroad, the Texas-Mexican Railway, and National Railways of Mexico.

There is an intercity bus line between Laredo and Nuevo Laredo, as well as the Laredo Transportation Company which provides service for the city.

Bus transportation in the Laredo area is available, making use of the facilities of the Winter Garden Bus Lines, the Continental Trailways, and the numerous affiliated bus companies operating into the interior of Mexico.

Laredo is served by one airport, the Laredo International Airport, located a short distance from the North city limits of Laredo. Commercial airline service into Laredo-Nuevo Laredo area is handled by Texas International Airways with connecting schedules to all parts of the United States. The Mexico segment, with an excellent airport, south of the city limits of Nuevo Laredo, is served by Compania Mexicana de Aviacion, with connections throughout the Republic of Mexico, and a new international airport capable of landing the Boeing 747 is under construction south of Nuevo Laredo.

Laredo Air Force Base, located at the northeast corner of the city limits, is a jet-pilot training center. It was used during World War II as an aerial gunnery school and was re-activated as a jet base in 1952 because of Laredo's climatic conditions.

Cattle ranching is one of the principal businesses in Webb and surrounding counties in this trade area. Principal breeds are Santa Gertrudis, White Face Short Horn, Charollaise, and Brahmas. Some ranchers go in for special breeding.

General farming in Laredo area is divided into three types:

(1) Irrigated farming, consisting of fruit, principally citrus; onions, tomatoes, spinach, broccoli, carrots, beets, sweet corn, peppers, mustard greens, melons, and some grass and field crops.

(2) Dryland farming, consisting of cotton, corn, cane, feed crops, and sudan grass.

(3) Additional acreage is given to milk production, poultry, and general farming. Table grapes of the Thompson seedless variety are also raised.

Founded in 1847, Laredo's Sister City has a population of 157,000, 2 1/2 times its 1960 population. Nuevo Laredo is one of the largest cities along the Mexican border and has the usual border problems of congestion,

purse snatching, pickpockets and the other attributes that accompany areas where tourists visit. The greater part of the city has paved streets, gardens in many of the city parks, several public buildings, a cental market place, a recreational park, and a new boulevard. Nuevo Laredo also has tourist facilities....gift shops; restaurants; nightclubs; a bullring; a Boy's Town, quite unlike those similarily named in the U.S.; Montezuma's Revenge; etc. Recently a large area of Nuevo Laredo was declared by the president of Mexico, to be an Industrial Park in which goods that are not produced in Mexico, or goods on a price or qualitative level above those manufactured in Mexico will be allowed to come into Mexico duty free and sold on a tax free basis in the Park.

Should the new bridge be built and should this concept of the free tax zone Park be established, those who now feel, with justification, that Laredo is poverty stricken insofar as the majority of its people are concerned, will have ample opportunity to observe the real depths of poverty that an area can become.

Ft. McIntosh was established by the Army March 3, 1848, immediately following the Mexican War. This border Fort, located at the foot of Washington Street on the banks of the Rio Grande, was in continuous use until May 31, 1946. It was originally built as one of a series of forts guarding the population against Indian attacks and as a base for border patrol. Laredo Junior College is now located on its grounds, but some of the old buildings remain as relics of the early military fortifications.

Seven flags and seven traditions color the history of Laredo, two flags had already flown over the land where Laredo is situated, before the city was established.

As early as 1519, Spanish Expeditions were being made into Texas.

In the 1600's, as a result of LaSalle's expedition into Texas, the French flag was hoisted briefly over Texas soil. By 1690, the area now known as Texas was again under the Spanish flag.

The site of Laredo was originally a river crossing, discovered in 1746 by a Spanish soldier, Jacinto de Leon. Originally named "El Paso de San Jacinto," it was later changed to "El Paso de los Indios," or "Indian Crossing," a name it was to hold until a community was founded nine years later.

On May 15, 1775, The Villa San Agustin de Laredo was founded by Don Tomas Sanchez, who is honored with a red granite marker on San Agustin Plaza by the Texas Historical Commission.

Laredo, named after a port on the northern coast of Spain, was one of a half-dozen towns established in the 1750's along the Rio Grande River under the supervision of Don Jose de Escandon, Court of Sierra Gorda, after his earlier exploration of the territory under order of the Spanish King.

San Agustin Plaza was the center of the old city and the first church, erected in 1776, faced on the square, just as the present San Agustin Church does now.

Indian raids of massive proportions continued well into the 1830's. From 1820 until 1831 the city was a concentration point for Royal Spanish troops during Mexico's prolonged war for independence.

In 1836, Santa Anna's campaign against Texas was launched from Laredo, where troops were assembled for the assault against San Antonio de Bexar.

Despite the Texan's victorious battle at San Jacinto, Laredo and much of the rest of the area between the Rio Grande and Nueces Rivers

remained under Mexican rule.

Then on January 18, 1840, an independent Republic of the Rio Grande was proclaimed with Laredo as its capital. The nation adopted its own constitution and flag, elected Jesus Cardenas as president, and organized an army.

Claiming the area from the Nueces River on the North to the Sierra Madre mountain range in Mexico, the republic established its capital in a small building overlooking the Rio Grande. The building, still standing, now houses a museum established by the Historical Society.

The city was annexed by the Republic of Texas in 1844 and troops were quartered on the Plaza.

In 1845, Texas became part of the United States and the American flag was raised over Laredo, Texas entered the Confederate States of America in 1861, and the Confederate flag flew over Laredo until the end of the Civil War in 1865.

Establishment of an army post at Laredo during the Mexican War in 1846 provides a humorous anecdote in the city's history, while confirming a consistency of style long noted in military operations. Taking advantage of heavy summer rains, the United States Army sent a steamship up the Rio Grande, to Laredo. The river receded unexpectedly, however, and the ship was stranded at Laredo for two years.

Fort McIntosh, established by the Army March 3, 1848 was in continuous use until the close of World War II. Laredo Junior College is now located on its grounds, and a U.S. Government housing area with 30 units is maintained by the United States Air Force for personnel of Laredo Air Force Base.

The star-shaped fortress on a bluff over-looking the river was

abandoned by the United States Army in 1861, and taken over by the Confederate Cavalry Regiment of Col. Santos Benavides. Federal forces reoccupied the fort in 1865, and it passed successively into the hands of the Infantry, Engineers and Cavalry before being deactivated.

The military tradition of Laredo, continuous since its founding, is now carried on by Laredo Air Force Base which was established in 1942. At that time the base was used as an aerial gunnery school. In 1952 the base was reactivated as a jet pilot training center. Citizens of Laredo are quick to point to the economic boost which the air base has given to the city.

Although a railroad bridged the Rio Grande at Laredo during the 1880's, the first international traffic bridge was not opened until 1889 and then was destroyed by a storm in 1903. Immediately rebuilt, it was destroyed again in 1920 by Mexican revolutionists while Laredoans congregated on the river's northern bank to watch the wooden span burn. It reopened in 1922 and was in continual use until 1954, when a flood removed parts of the central spans. The four-lane structure linking the two Laredos was completed in February, 1957, however, the span has been too small to handle the present volume of traffic and it is not unusual to spend from one-half an hour to two hours inching along over the bridge, bumper to bumper, while those in line ahead are individually stopped and questioned by U.S. Custom authorities. Recently a computer, located in San Diego and programmed with license plate numbers, the owners of which fall within various categories, has been linked to the Laredo Custom check point, and the license number of each car entering the U.S. is transmitted to San Diego for instant verification of its status.

Plans are underway to extend IH 35 directly south through Laredo to

terminate at a new bridge; thus allowing the motorist to forego the pleasure of driving in the downtown area where traffic is regulated only by whim and the nerve of the hordes of jay walkers.

It seems unlikely that as much effort as has recently been expended to expedite the building of the new bridge is the result of the obvious need for it. (Laredo needs many things of equal or more importance to a larger number of people that no one is giving much attention to.) From an examination of the Nuevo Laredo area through which the new highway will proceed northward to meet the southern end of the new bridge, from a sociological interpretation of the economic patterning of both cities, and from the simple psychological fact that elected officials are seldom as self-articulated as they like to appear, it seem reasonable that there is more to the new bridge than just a method of getting to the other side. This researcher would hazard the prediction that a race track complete with pari-mutel wagering will be the result and is probably the causation.

Today Laredo still retains the atmosphere which has prevailed throughout its history. Dotting the city are many historical sites. These historic points of interest serve as a bridge from the present to the past and enable Laredo to hold its cultural heritage.

Laredo's population is largely Christian, predominantly Roman Catholic. At the present time, there are 29 Protestant churches of various denominations, 10 Catholic churches and two synagogues.

There are four taxing jurisdictions in the City:

City of Laredo	-	$2.15 per $100 value
School District	-	$2.04 per $100 value($1.64 LISD & .30 LJC)
County	-	$1.55 per $100 value
State	-	.42 per $100 Value
Laredo City Sales Tax	-	1%
State of Texas Sales Tax	-	3.25%

LAREDO INDEPENDENT SCHOOL DISTRICT

The Laredo Independent School District is a rather compact school district encompassing the old Laredo city limits, see APPENDIX B, and does not include geographical areas that the city has annexed in recent years such as Belmont Plaza.

From an initial enrollment of some 17,000 in September 1970, the district attained an enrollment of approximately 19,800 pupils in early January 1970, before the midterm high school graduates left and before the migrant trek to the north began. This enrollment is divided among two senior high schools, with a combined enrollment of some 3,100; two junior high schools, with a combined enrollment of some 3,700; and sixteen elementary schools with approximate enrollments as follows: Bruni 560; Buenos Aires 850; Central 700; Daiches 540; Farias 1,000; Heights 500; Tarver 350; Leyendecker 800; Macdonell 525; Milton 700; Pierce 650; Ryan 1,000; Santo Nino 600; Sanchez 725; Sanchez Annex 675; and Urban 425. Also the Special Education Department has some 325 pupils and the Migrant Program has 650 enrolled.

A break down of the above enrollment on the basis of ethnic origin shows that there are five who are Oriental; five who are American Indian; 12 who are Negro; approximately 600 or 3 1/2% who are Anglo; and the balance of 96% of the total who are Mexican American children. Thus the district has an overwhelming majority of pupils whose first speaking language was border Spanish but whose first reading and writing language was English. And the chances

are better than 8 out of 10 that a first grade child will be taught by a teacher whose ethnic language is not English and that in the teacher's present home life, as in the homes of the Mexican-American children, the border type of Spanish, will be the means of communication. As Table 11 Page 28 indicates few students like to study formal Spanish as the majority find it most difficult, of little real use to themselves as they use Tex Mex, and relatively few do at all well in it. Quoting from a statement made by a teacher in the area to a local newspaper "Many pupils who speak Spanish never learn to read or write in it. When they take high school Spanish courses, they have as much difficulty as the non-Spanish speaker."

The socio-linguistic situation of L.I.S.D. comes clearly into view when the above situation is combined with the fact that 1) Tex Mex is the language spoken everywhere in the school environment, with the possible exception of the classroom, 2) that there are simply not enough English speaking students in the schools to serve as linguistic models for the Mexican-American student who really wants to learn what passes for English among youthful Anglos, 3) Tex Mex is the predominate language of the city to the extent that on all levels from the clerks in the stores to the administration of governmental agencies, one will be in the large majority of cases, first spoken to in Tex Mex, and this city is unique in the U.S. in that one can participate in about 98% of all its diverse activities and never speak or hear one sentence in English. 4) recently the local TV station reduced by one-third the amount of time devoted to its English language newscast to convey the same news in Spanish to its audience, and the local TV ads run in number about 50% in English and 50% in Spanish;

and 5) to the extent that the annual migrant worker's trek to the north is stemmed, to that extent will fewer and fewer Mexican-American children of this area have the opportunity to learn more English in its more typical cultural setting, and upon returning, communicate something of what they have learned to those children who have remained in the local schools. Generally, when talking in English with school children of this area, it does not take a very keen ear to pick out those who have been participants in the migrant stream. Simply put, they speak a more communicative type of English.

During the last 8 months of 1969 a major shift in school population occurred in the Laredo area. At Laredo Air Force Base 400 housing units were opened and most of the families moving from the city of Laredo into the new housing withdrew their children from L.I.S.D. and placed them in the United Consolidated Independent School District, which is located some five miles north of downtown Laredo but which is a peninsula extending into the expanded Laredo City Limits. (See APPENDIX B).

The budget for L.I.S.D. for 1970-71 totals approximately 7 3/4 million <u>including</u> capital expenditures but <u>excluding</u> federal project money. Thus the district spends some $470.00 based on an ADA of 16,500 pupils; however, based on its total enrollment of 19,787 the annual expenditure per pupil in 1970-71 was $392.00. Under the foundation plan the state supplies 80% of the budget and the local district the remaining 20%. Taxes in Laredo are usually collected to the extent of some 85% of the total possible.

L.I.S.D. in 1970-71, included 743 classroom teachers, 30 special education teachers, 20 vocational instructors, 12 supervisors and counselors, 30 special services, 21 principals, 5 senior administrators

and one superintendent, for a total of 861 full time professional personnel.

The financial, organizational, and curriculum structure of L.I.S.D. is of a patchwork, add on nature and is now so chaotic that in the 1971-72 school year the District will go on double sessions in the high schools, and given the present composition of the controlling majority on the School Board who do not seem to know the difference between policy and administration and their demonstrated consistent lack of foresight, the situation will not be improved anytime before the year 2000. Interestingly enough in this context, in all probability the present situation would have been very much worse had the district not been extremely fortunate in retaining over a period of years the services of its two senior administrators. However, retirement for these two men is possibly no more than two or three years away and with the trend toward employment of local politically reliable people as administrators of public agencies and institutions, L.I.S.D. is not apt to be ever again quite as well off as it has been during the past year.

Public schooling along the Border, reflecting, with a paucity of notable exceptions, much of the rest of the State, is best characterized by the condition that it requires all eternity to do the obvious. And there is much evidence to support the thesis that the Border area formerly called Manana country has in Laredo, its first example of Never, Never, Land.

STUDY DESIGN

The data of this study are based on the official Commencement Rosters of Martin Senior High School, Laredo, Texas with a possible universe of 442 graduates of the 1965 class and 470 graduates of the 1969 class, for a total of 912 graduates.

In table 1, Page 17, it will be noted that the Completed Interviews sampling consists of 80.5% of the females and 76.5% of the males of the 1965 class and 90.6% of the females and 88.1% of the males of the 1969 class.

In one of those all too rare coincidences that happen to gladden the heart of a researcher, Table 1, Page 17, indicates that for each class the percentage in Distribution in class by sex and the percentage in Distribution of Interviews by sex are within 1.2 percentage points, a statistically insignificant difference, in every case.

In drawing the samples from the two classes, three of the graduates were deceased; five refused to be interviewed; 18 mailed interview blank forms, including the letter from the researcher shown as APPENDIX C, were not returned; seven completed interviews were received by mail too late to include in the study; and the remainder of the universe not included by completed interview in the study, fell into the category of Address Unknown. However, based on the number and proportion of the respondents in the sample from each class, a percentage which was felt by the researcher to be more than sufficiently large to justify such statistical procedures, extrapolation was used to the extent of the universe in appropriate circumstances throughout the study.

Table 2, Page 17, indicates the relative lack of mobility of the Mexican-American high school graduate of Laredo, and the reasons therefore became understandable upon one's reading the quoted statements shown as APPENDIX A.

TABLE 1

Class Distribution and Completed Interviews and
Distribution of Interviews by Sex
of Graduates by Number and Percentage

	Distribution in Class		Completed Interviews		Distribution of Interviews	
1965 Graduates	Number (N-442)	%	Number (N-348)	%	Number (N-348)	%
Female	237	53.6	191	80.5	191	54.8
Male	205	46.3	157	76.5	157	45.1
1969 Graduates	Number (N-470)	%	Number (N-421)	%	Number (N-421)	%
Female	267	56.8	242	90.6	242	57.4
Male	203	43.1	179	88.1	179	42.5

TABLE 2

Residential Location of Graduates
at the Time of Interview
by Percentage

	FEMALE		MALE	
Residence	1965 Graduates N-237 %	1969 Graduates N-267 %	1965 Graduates N-205 %	1969 Graduates N-203 %
Laredo	70.4	91.1	74.1	88.3
In-State	25.7	6.3	17.5	8.0
Out-of-State	3.8	1.8	6.8	3.6
Out-of-Country (Excluding Military Assignment)	.84	0	1.5	0

FINDINGS

The main purpose of this study was to elicit sufficient information from each graduate to establish a matrix of life style which when combined with those of all other graduates of a particular class year, would furnish verifiable data for attaining the Research Objectives previously indicated.

It was found that when consideration was given to the distribution by ages of graduates at the date of graduation, Table 3, the 1965 graduates tended toward graduation at an earlier age than those of 1969. Especially it is noted that the 1969 males clustered around the ages of 19,20,21 at graduation whereas the 1965 male graduates clustered around 18, 19, 20 with a range of 16 to 23 years of age. A similar distribution is evident upon examining the graduation ages of the females for both 1965 and 1969; however, at age 18 almost twice as many females graduate as do males; at age 19 the figures are significantly different only for the 1969 males. It seems evident that for both classes the females graduate in larger numbers and at an earlier age than do the males. Nonetheless there is a definite indication that for both males and females the trend is toward higher ages at graduation.

Table 4 directs attention to an interesting ethnic language situation and one contrary to general expectation; however, it does confirm the data of The Trauma of the Dropout, in which it was hypothesized that based on the sociological patterning of Laredo, the area encompassed by the present Laredo Independent School District (See APPENDIX B) and the boundries of which are the old city limits, would become increasingly a

TABLE 3

Distribution by Ages of Graduates at
Date of Graduation

	FEMALE		MALE	
AGE	1965 Graduates N-237 %	1969 Graduates N-267 %	1965 Graduates N-205 %	1969 Graduates N-203 %
16	1	0	1	0
17	14	8	8	1
18	102	107	55	55
19	86	85	82	63
20	25	47	33	56
21	7	15	17	23
22	2	3	7	3
23	0	2	2	2
Overage in Grade	50%	56%	68%	72%

Tex-Mex dialect speaking; socially, psychologically and economically homogenious; barrio (ghetto) type area surrounding an erratically patterned decaying downtown core. In over 7% more homes of 1969 graduates than in those of 1965, Spanish is spoken Always or Most of the Time. Conversely, while in only .72% of the homes of the 1965 class was Spanish Never spoken, in 2.1% of the homes of the 1969 graduates it was Never used. Over all an ethnic language riff appears to be developing. With a trend toward an increasing use of Spanish in the homes on the one hand, and on the other hand an increasing number of homes in which Spanish is never spoken.

Table 5 indicates a paradoxical situation when compared with Table 4. It appears from Table 4 that Spanish is being spoken in more homes but from Table 5 is being spoken less well by the individual graduate.

Table 6 directs attention to a significant difference of opinion between the class of 1965 and that of 1969 relative to the importance of the ethnic language. While 90.9% of the 1965 class felt that speaking Spanish was important, the percentage had increased to 95.4% by 1969, and the number who felt that the ethnic language was not important had decreased by almost 50%, from 4.1 to 2.3%. Additionally the number who held no opinion had decreased by just over 50%, from 5.0 to 2.3%.

Table 6 also reveals a significant shift in the principl reasons for speaking the ethnic language. In 1965, 37.2% spoke Spanish to communicate with the older family members; in 1969 the figure had dropped to 11.4%. In 1965, 60.7% felt Spanish speaking was important for employment purposes; in 1969 the figure reached 85.4%.

The often voiced opinion that the average level of educational

TABLE 4

The Extent to Which the Ethnic Language Was Spoken
In the Homes of Graduates
(1965 N-442) (1969 N-470)

	1965 Graduates %	1969 Graduates %
Always or Most of the Time	73.5	80.33
One-Half of the Time or Less	25.6	17.22
Never	.72	2.1

TABLE 5

Ability of Graduates to Speak the Ethnic Language
(1965 N-442) (1969 N-470)

	1965 Graduates %	1969 Graduates %
Very Well	78.8	74.7
Some	20.4	24.6
Not At All	.72	.56

TABLE 6

Opinions of Graduates
on the Importance of the Ethnic Language
(1965 N-442) (1969 N-470)

	1965 Graduates %	1969 Graduates %
Important?		
Yes	90.9	95.4
No	4.1	2.3
No Opinion	5.0	2.3
Reasons		
Communication, Especially With Older Generation	37.2	11.4
Needed in Employment	60.7	85.4
Pride in Heritage	2.1	3.2

attainment is rising in the Mexican-American sub culture is not entirely substantiated by Table 7. Some 4% fewer fathers and some 13% fewer mothers of the 1969 graduates either entered or completed grade school than did the fathers and mothers of the 1965 graduates. The fathers of the 1969 graduates also entered high school in fewer numbers to the extent of a 7% decrease, from 26.1% for the fathers of the 1965 class to 19.1% for the fathers of the 1969 class. On the other hand, the mothers of the 1969 graduates entered high school in 5% greater numbers than did the mothers of the 1965 graduates. Also 5% more of the mothers of the 1969 class completed high school than did the mothers of the graduates of 1965; however, the high school completion figures are abysmally low for each group, 7% for 1965 and 14.2% for 1969. Also it is noteworthy that identically to the 1969 mothers, 5% more fathers of the 1969 graduates completed high school than the fathers of the 1965 graduates, with the total high school completion figures being even lower than that for the mothers; 7% for the fathers of the 1965 graduates, 12.1% for the fathers of the 1969 class. It is gratifying to note that while for the fathers and mothers of the 1965 and 1969 classes the percentages of those who have completed college and for those who have had vocational-technological training show only a statistically insignificant difference, the number of fathers entering college has increased by 3.3%, 4.4% for 1965 and 7.8% for 1969.

In Table 8 the employment categories of the parents reveals a number of major changes between 1965 and 1969. Approximately 9% more mothers of the 1969 class were employed in the sales category than the mothers of the 1965 class from 13.5% in 1965 to 22.3% in 1969.

TABLE 7

Levels of Education of Parents of Graduates
(1965 N-442) (1969 N-470)

	1965 Graduates %	1969 Graduates %
FATHERS		
No Formal Education	8.3	8.4
Some Grade School or Completion	38.5	34.8
Some High School	26.1	19.1
Completion of High School	7.0	12.1
Some College	4.5	7.8
Completed College	1.1	1.9
University Graduate Work	.45	.63
Voc-Tech Training	13.1	15.3
MOTHERS		
No Formal Education	6.6	8.5
Some Grade School or Completion	41.9	28.7
Some High School	26.8	31.9
Completion of High School	9.0	14.2
Some College	2.0	1.9
Completed College	.22	.42
University Graduate Work	.22	0
Voc-Tech Training	12.3	14.0

TABLE 8

Employment Categories of Parents at the Time
of High School Graduation of Graduates
By Percentages

	MOTHERS		FATHERS	
OCCUPATION OF PARENTS	1965 Graduates N-442 %	1969 Graduates N-470 %	1965 Graduates N-442 %	1969 Graduates N-470 %
Professional	.22	.63	2.7	4.46
Managerial	.22	.21	5.6	5.5
Clerical	1.1	1.9	5.2	4.6
Sales	13.5	22.3	4.7	5.1
Craftsmen & Foremen	0	0	3.6	3.4
Operatives	0	0	1.3	1.2
Services	3.1	7.0	46.3	43.6
Farmers	0	0	1.3	.63
Laborers & Migrants (Including Farm)	10.8	13.1	19.4	17.8
Housewives	67.4	53.6	0	0
Unemployed	0	0	.9	1.4
Retired	0	0	.9	.85
Disabled	0	0	1.5	1.9
Separated or Deceased	3.3	1.0	5.8	8.7
Military	0	0	.22	.42

Also the percentage of 1969 mothers employed in the Services category increased to slightly more than double that of the 1965 class from 3% in 1965 to 7.0% in 1969. And the percentage of 1969 mothers in the migrant stream rose to 13.1% from 10.8% in 1965. Such gains were at the expense of the houswives category, which fell from 67.4% in 1965 to 53.6% in 1969.

Relative to the fathers of the two classes, the percentage in the Professional Category (mainly public school teachers) almost doubled, from 2.7% in 1965 to 4.46% in 1969. In no other category in Table 8 for the fathers, is there significant evidence of change; however, there was verbal evidence in the interviews that a rather large number of parents of the 1969 class were not migrant as shown, 13.1% for the mothers and 17.7% for the fathers but were in fact, unemployed.

The reason, of course, is not difficult to deduce. Migrants and their children are the recipients of governmental funded benefits not available to those in the Unemployed category. Thus the Unemployed category is virtually barren of data.

Contrary to this researcher's expectations and to the data obtained in the study The Trauma of the Dropout, Table 9 reveals that irrespective of the number of children in the family, or of the sex of the individual, if one is to become a high school graduate, the odds for success lie with being the eldest among the children in the family. If one is no nearer than 5th to the eldest in the family the odds are better than four to one against graduation. Thus from these data and from the Dropout Study data, it is evident that the three eldest children in a family are more likely to complete high school and are also more likely

TABLE 9

Position in Family by Birth of Graduates

	FEMALES		MALES	
	1965 Graduates N-237 %	1969 Graduates N-242 %	1965 Graduates N-205 %	1969 Graduates N-203 %
Eldest	34.1	24.8	32.3	31.4
2nd Eldest	22.1	24.8	18.4	19.8
3rd Eldest	16.4	19.8	12.3	19.2
4th Eldest	9.4	13.3	14.6	8.3
5th Eldest	5.6	6.9	8.4	7.0
6th Eldest	3.7	3.6	5.3	7.0
7th Eldest	5.6	2.3	3.0	3.2
8th Eldest	.63	1.4	1.5	1.9
9th Eldest	.63	.92	2.3	0
10th Eldest	.63	.92	1.5	.64
11th Eldest	.63	.92	0	0
12th Eldest	0	0	0	1.3

to drop out of school, depending on two crucial factors. One, the occupational status of the parents and two, whether or not the child had ever been retained in grade in elementary school.

And even though the statistical evidence does not directly support this, it is not unlikely, with all other variables held constant, that a positive correlation exists between the number of Mexican-American mothers employed and the number of children of each employed mother who will graduate from high school. However, there is risk involved. If the parents are employed in jobs in which they must work long hours for little remuneration, there is evidence* that one or more of the children, usually the oldest ones, will drop out of school to work or to keep house.

As was hypothesized by the researcher and in verification of The Trauma of the Dropout, Table 10 indicates that with the exception of .97% of the 1965 males, no student graduates from Martin High School who has ever been retained in grade. While a significant percentage of the girls of 1969, 12.3% down 3.3% from 1965, and 23.1% of the males, down less than 2% from 1965, will repeat one or more subjects in high school and survive to graduate, no student recovers from the loss of an entire year.

While the interview guide was couched in terms of Favorite Subjects in High School, the replies that are contained as data in Table 11, often came through as responses to favorite teachers. In 1966 a coordinator of mathematics was appointed to the staff of the Laredo Independent School District. This person immediately began to up-grade and modernize the teaching of Math and to obtain younger more enthusiastic teachers in the math department. The results are clearly evident as Math increased as

TABLE 10

Repetition of Grades or Subjects by Graduates
By Percentages

	FEMALE		MALE	
	Repeated Grade %	Repeated Subject %	Repeated Grade %	Repeated Subject %
Graduates 1965 (N-237)	0	15.6 (N-205)	.97	25.8
Graduates 1969 (N-267)	0	12.3 (N-203)	0	23.1

TABLE 11

Favorite Subjects in High School of Graduates
By Percentages

	FEMALE		MALE	
	1965 Graduates (N-237) %	1969 Graduates (N-267) %	1965 Graduates (N-205) %	1969 Graduates (N-203) %
English	28.5	16.6	44.4	21.1
Mathematics	33.3	50.0	19.4	48.0
Social Studies	9.5	13.3	12.5	5.8
Science	16.6	13.3	9.7	11.5
Business Education	0.0	3.3	4.1	5.8
Spanish	11.9	3.3	9.7	7.7

a favorite subject from 33.3% of the 1965 girls to 50.0% for the 1969 Girls and from 19.4% of the 1965 males to 48.0% of the 1969 males. English on the other hand lost almost 50.0% of its adherents among the girls 28.5% in 1965 to only 16.6% in 1969. And it lost over 50.0% of its support among the males, 44.4% in 1965 to 21.1% in 1969. Spanish shows a dramatic decline in popularity among girls, 11.9% in 1965 to 3.3% in 1969; however, its decline among the males is of statistical insignificance.

There was an abundance of evidence during the interviews that the required formal study of Spanish on the high school level was not particularly appreciated by the graduates. Having no indigenous literature to stablize grammar, vocabulary or syntex, the border area patois of Tex-Mex has about the same linguistic connection with formal Spanish as does vulgar Rumanian with formal Latin. An additional problem facing the Spanish teacher is the paucity of vocabulary and lack of linguistic and conceptual complexity of the barrio raised Mexican-American youth. One can only conjecture at the lack of popularity of Business Education indicated by all respondents in Table 11, when an examination of Table 18 reveals that it is the second most popular major at the post high school level.

The most noticeable aspect of Table 12 is the degree of interest, 30.0% expressed by the 1969 males in the category of Art, Drama, Music and Special Interest Clubs. This may be accounted for by the fact that there is an extremely able male Drama teacher at the high school and the Drama facilities while not lavish, are somewhat more adequate than other special facilities at the school. It is also noteworthy that a larger percentage of 1969 females, 4.1% liked the Spanish Club than the

TABLE 12

Favorite Activity in High School of Graduates
By Percentages

	FEMALE		MALE	
	1965 Graduates N-237 %	1969 Graduates N-267 %	1965 Graduates N-205 %	1969 Graduates N-203 %
Athletics	9.7	14.3	14.6	13.7
Art, Drama, Music, and Special Interest Clubs	10.5	13.1	16.5	30.0
Student Council	3.7	1.8	.48	0
School Paper	1.6	.74	.48	1.4
Social	4.6	11.6	1.95	2.9
Honorary Clubs	8.8	8.6	0	0
Homemaking	6.7	11.9	0	0
Spanish Club	3.7	4.1	0	.98
Nursing Club	5.9	2.6	0	0
D.E. Club	1.2	2.6	3.4	.98
Future Farmers	0	0	1.9	2.9
Mechanics	0	0	2.4	1.4
Metals	0	0	9.7	1.9
V.O.E.	0	2.2	0	1.4
No Activity at School	43.0	26.2	57.0	41.8

percentage who indicated they liked the study of Spanish, 3.3% in Table 11.

It is evident in Table 12 that a larger percentage of students are participating in school activities in 1969 than did so in 1965. Under the category of No Activity in School the female comparison percentages dropped from 4.4% in 1965 to 26.2% in 1969. For the males the percentages dropped from 57.0% in 1965 to 41.8% in 1969. It is likely that a larger number of males would participate in school activities if their financial situation did not require part time employment or time spent in often futile efforts to secure part time employment.

The category of Social Activities is statistically significant when 1969 females, 11.6% are compared with other respondents. From these and other data, to be discussed more fully below, it would appear that some emancipation of the young Mexican-American female is evident.

At a time when some 39,000 nursing vacancies occur in the profession each year, it is somewhat at variance with expectation to note that interest in the nursing club decreased among the females by more than 50.0% from 5.9% in 1965 to 2.6% in 1969. Also with the nationally advertised need for male nurses it is significant that for the male Mexican-American no such activity holds an interest that he will express. Whether this is due to ignorance of the nursing profession and its opportunities for males or is due to the sub cultural concept of machismo or manliness, in which male status is gained among other ways, by not doing "female" type work, is unknown to this researcher insofar as having verifiable evidence in his possession. However, the concept of manliness in a Mexican sense is an all pervasive attribute to the Laredo sub culture as evidenced by the

findings of many oter researchers.

While interest in athletics seems not to have changed to any significant degree between 1965 and 1969 for the students, interest in mechanics and metal working has dropped. In the case of the latter significantly so, from 9.7% in 1965 to 1.0% in 1969.

It is clearly evident by a comparison between the data of Table 13 and that of Table 8, that the 1965 graduates in 1971, occupy a higher employment status than did their parents at the time the 1965 students graduated. In 1965 the mothers and fathers of the graduates were employed on a Professional level only to the extent of .22% and 2.7% respectively. While in 1971, 12.2% of the females and 8.2% of the males of the 1965 class hold Professional positions. And such positions are almost entirely in the field of public schooling.

In the Managerial category the parents of the 1965 class were employed in 1965 on a percentage basis of .22% for the nothers and 5.6% for the fathers. Their offspring in 1971 are employed in this category on a percentage basis of females 22.7% and males 18.5%.

This may be accounted for by the fact that the socio-economic structure of the U.S. has changed from one based on a majority of blue collar workers to one based on a majority of white collar workers. With such a change evident, it is not unlikely that an increasing percentage of employees will, almost irrespective of proficiency, be placed in higher status positions than, under the older economic structure, they could have ever attained. And when the low level of the standard of quality of presently received goods and services and the difficulty of locating and engaging competent employees is viewed not only locally but nationwide,

TABLE 13

Employment Categories of Graduates
at the Time of Interview
By Percentages

	FEMALE		MALE	
	1965 Graduates N-237 %	1969 Graduates N-267 %	1965 Graduates N-205 %	1969 Graduates N-203 %
Professional	12.2	0	8.2	0
Managerial	22.7	3.7	18.5	.98
Clerical	5.9	35.2	9.7	15.2
Sales	16.0	9.3	8.7	10.3
Craftsmen & Foremen	0	0	1.4	0
Laborer-Migrant (Including Farm)	13.0	0	19.5	18.2
Students	2.9	21.3	13.6	25.6
Military	0	.74	10.7	21.1
Housewives	27.0	8.6	0	0
Unemployed	0	20.9	9.2	8.3

it is evident that in the last decade or so the vertical manpower structure of the economy has virtually exhausted the next lower ability level pool from which the next higher level was formerly able to draw. Peter's Law, i.e., that in today's economic structure an individual is promoted to a level just above his level of competency, could not have been justified much less verified until recently. Now it is an observable fact within the socio-economic structure. Ralph Nader's work and the findings of other consumer protection oriented individuals and agencies have not come into existence just because many businessmen are out for a fast buck. The fact seems to be that even the most moral of men in the business world find it increasingly difficult to employ and retain in a highly competitive market, capable and responsible men and women.

Inasmuch as the political-economical structure of Laredo has for many years been largely concerned with the political reliability of the public employees, at the expense of the other varibles normally used to judge employee merit, it is not unreasonable, given the excess of federal and state monies expended in the Laredo area since 1965, to expect that a larger percentage of employees will be employed in managerial, and clerical categories of work.

When the above is combined with the fact that in the Laredo Independent School District the pay scale of public school teachers is precisely that of the Texas State Minimum Foundation Program, which is 100% funded by the state and accounts for over 80% of the monies utilized by Laredo Independent School District, excluding the boondoggle of Federal Project monies, and when further combined with the fact that the certification requirements of teachers in Texas are best noted for the emergency provisio

such requirements contain, whereby a school board can employ almost anyone whose body temperature is at least not below that of rigor mortis, it then becomes evident that an increasing percentage of local high school graduates, after some attendance at the local junior college, will be employed in the Professional category.

When compared with Table 8, Table 13 lacks one category of importance to the economy of an area. Table 8 indicates that 46.3% of the 1965 fathers and 43.6% of the 1969 fathers are in the Services category of employment; however, no graduate of either the 1965 class or the 1969 class were employed in a position falling within this category. These data, or lack of data, if you like, tend to substantiate the recent proclivity noted in the public media, that many of the ethnic minority youth prefer to start their careers at or near the top, and in Laredo this is very possible given the politico-economics previously mentioned. However, with economics being as it is, their fate, should federal and state funds cease or be curtailed, would probably parallel that of an iceberg shortly after reaching warm water.

This lack of employment in Services also verifies the drop in interest in high school in mechanics, metals, and nursing noted in Table 12; however, Table 18 does indicate 14.3% of the females in the 1969 class began nursing training. This lack of employment in Services also substantiates the decrease in the percentage of <u>total</u> entries and completions of the 1965 class who entered and completed either Public Vocational-Technological or Private Vocational-Technological schools as shown in Table 17.

TABLE 14

Percentages of Employment Changes Planned
by Graduates in the Ensuing Year

	No Change %	Change %	Uncertain %
1965 Graduates			
Female (N-135)	77.0	11.8	11.1
Male (N-115)	54.7	26.3	18.9
1969 Graduates			
Female (N-127)	58.1	27.8	13.9
Male (N-72)	50.0	26.1	23.8

Table 14 discloses a considerable amount of job dissatisfaction and a lack of employee stability at variance with expectation, with the number of new job openings in Laredo on an annual basis, and with the competition for such jobs from the green card holders and illegally entered aliens from Nuevo Laredo, Mexico. Inasmuch as 70% of the total business volume of Laredo is with customers from Mexico, the Laredo business man prefers employees from "across the river" for several reasons: Such employees speak the type of Spanish best understood by the majority of customers, they will often work for much less salary than a person from Laredo can afford to work for, many of them have contacts that increase the volume of business and they present fewer labor relations problems than an employee from the local area. An example of salary differential discloses that a secretary employed by a bank in Laredo will begin work at $300.00 per month while a similar position in Nuevo Laredo pays $160.00 per month, and similar differences exist for the entire employment structure.

Table 15 reveals what appears to be a large significant difference between the 1965 class and the 1969 class in the area of Marriage before High School Graduation. Whereas only 3.0% of the 1965 class females married prior to finishing high school, 12.2% of the 1969 class females did so. And in the same category, 0.1% of the 1965 male class members and 14.2% of the 1969 male class members is indicated. However, there is little difference of a practical significance due to the very small numbers involved.

As to the effect on educational plans, Table 15 clearly points out that marriage penalized further educational plans for almost one third of

TABLE 15

Time of Marriage and Effect on Educational Plans of Graduates
By Percentages

	FEMALE		MALE	
	1965 Graduates N-142 %	1969 Graduates N-77 %	1965 Graduates N-96 %	1969 Graduates N-21 %
TIME OF MARRIAGE				
Before High School Graduation	3.0	12.2	9.1	14.2
After High School Graduation	65.3	70.7	67.2	85.8
During Post High School Training	16.3	9.7	12.7	0
After Post High School Training	15.3	7.3	10.9	0
EFFECT ON EDUCATIONAL PLANS				
No Effect	73.4	68.4	85.4	85.8
Marriage Obligations Made Further Training Impossible	26.6	31.5	14.6	14.2

the married females of the 1969 class, 31.5%, and just over one fourth of the married females of the 1965 class, 26.6%. For the males the percentages in this area show little change, 14.6% for the 1965 class and 14.2% for the 1969 class. Let us make the foregoing quite clear. The percentages stated refer to the percent of those married, not the percent of the entire graduating class.

When one considers that Laredo is an area in which the Catholic Church with its prohibitions on family planning, is dominant, it seems possible that early pregnancy may have terminated any immediate post high school educational plans for the females. Also as was noted in the Trauma of the Dropout, male dominance is of such a nature among the Mexican-Americans that seldom is a female allowed, much less encouraged, to gain training or education that supersedes the level of the husband.

On the other hand, marriage without an early pregnancy, would permit both husband and wife to engage in some type of post high school training or education at the same time, and the financial and living requirements would be much less and more simple for a childless couple than otherwise.

Table 16 when first constructed was viewed by this researcher with somewhat of a sense of perplexity. At a time when the U.S. Census reveals that throughout the country: The trend is toward marriage at an earlier age and toward an increase in the total number of marriages among our youth; where the marriage rate is now above 75% and has increased every year since 1962; where in a sub culture in which over 90% of the female high school graduates are at or above the legal age of consent at graduation and where an unmarried female over 21 years of age is said by many and probably thought by many more, to be a solterona or old maid,

TABLE 16

Marriage Status at Time of Interview of Graduates
By Percentages

	FEMALE		MALE	
	1965 Graduates N-237 %	1969 Graduates N-267 %	1965 Graduates N-205 %	1969 Graduates N-203 %
Single	40.1	63.8	52.7	90.9
Married	58.0	36.2	44.9	9.1
Separated	.61	0	0	0
Widowed	0	0	0	0
Divorced	1.2	0	2.3	0

it is established by some of the simplest and easiest kind of data to acquire, that 40.1% of the females of the 1965 class and 63.8% of the females of the 1969 class are still single in 1971.

If, in the case of the females of the class of 1965, these girls were still in post high school training there might be some reason to believe they were merely postponing marriage until graduation; however, Table 13 establishes that only 2.9% of the females of the 1965 class were students in school at the time of the interview and Table 17 establishes that 42.1% of this same graduating class of females never entered any type of Post High School training and that the remaining percentage have either completed or terminated their Post High School training. For the 1969 class, Table 13 indicates the percentage of females still in a post high institution at the time of the interview was 21.2%, and 44.0% of the females of this class, Table 17, never entered a Post High School institution, with the remaining percentage either having terminated or completed Post High School training.

Upon persuing the matter further with the females of both the 1965 and 1969 classes, it was learned that a multiplicity of reasons were given for remaining single. Inasmuch as these second interviews were by telephone and no attempt was made beforehand to establish categories of response, a representative sampling from each conversation follows:

> "I'd rather wait until I find someone who can support me as well as I can support myself."
>
> "I like having my own car and can go as I want to."
>
> "I would like to marry someone who likes music and books and has a good job, but I'm not going to marry just anyone."

"I do not want a bunch of kids, and since I belong to the church (Catholic), I'd just rather not marry."

"I don't like to think of leaving Laredo, and my boyfriend wants to go to California."

"I have a good job and a better education than all the boys I know, and I am not going to marry any of them."

"I need to work to help my parents and my brothers and sisters, and I don't want to have to help some husband also."

"I'm saving money to go to school at TWU (Texas Woman's University), and I don't plan on marrying anyone from Laredo."

"I would marry my friend who is at the Base (Laredo Air Force Base), but my family wants me to stay in Laredo; and sometime my friend will be transferred away."

"I'd rather be free."

"My sister and her husband fight all the time. I don't want that. I have a good job, and my car is almost mine; and I want to be a secretary in San Antonio or Houston."

"My boyfriend wants to go to Chicago, but I can't leave my mother because my father is in Idaho."

"I have a good position and live in an apartment with some other girls, and we can go on trips when we want."

"My boyfriend has a good job but is too much a boss. I am looking for another friend."

"I see what happened to my mother. I have 9 brothers and sisters, and we never had anything for us until I went to work at Munden's." (A large discount store in Laredo)

"My father says to wait and marry a boy from the Base so I will have a nice home, but he hasn't asked me yet."

"I haven't seen anyone I like."

"I have a university degree (Texas Woman's University), and I am not going to marry just anyone. Really I am saving so I can move to Corpus Christi and work."

"These boys are not for me. They cause trouble and cannot find a job."

"I am engaged, and we are going to Los Angeles to live after we save

some money. I am not going to marry him until we have the money to move there, but it makes my father angry to hear us talk about it."

"Laredo is nice, but there are no good jobs for the boys, so we can't get married. My brother is married, and they live with us cause he lost his job and his car went back."

"I have a good job and everything and can buy what I want and do not have to ask anybody first. I may not ever get married."

"I am working and going to school (Laredo Junior College), and my boy-friend won't go to college so I will marry some other boy."

With the attitudes implicit in the foregoing statements made by a random sampling of the females of the 1965 and 1969 graduating classes, in which it should be noted that no female referred to a male as a man but invariably used the term boy, it becomes somewhat less difficult to understand the single state (blessedness??) of 52.7% of the males of the 1965 class and 90.9% of the males of the 1969 class, Table 16, the latter of whom have had little time to establish themselves.

Let the researcher make this point clear. The data shown in Table 13 in the Students category for both classes are included in the data shown in Table 17.

As previously stated, Table 17 shows a slight decrease in the total percentages of the 1969 class members who entered and completed either Public Vocational-Technological or Private Vocational-Technological schools when such percentages are compared with the totals of the 1965 class members. In the category of Junior College entrance and completion there is little cause for rejoicing either. Only 34.1% of the females of the 1965 class, including 2.9% shown in Table 13, entered junior college and just under one half of them had completed the two years study, six years later, at the time of the interview.

TABLE 17

Entries and Completions by Types of Schools
of Post High School Institutions by Graduates
By Percentages

	Public Voc-Tech		Private Voc-Tech		Military Service School		Junior College		University		Correspondence		No Entry
	Ent. %	Comp. %	Ent. %	Comp. %	Ent. %	Comp. %	Ent. %	Comp. %	Ent. %	Comp. %	Ent. %	Comp. %	%
1965 Graduates													
Female (N-237)	1.68	1.68	6.3	5.4	0	0	34.1	15.1	14.7	8.43*	1.2	.84	42.1
Male (N-205)	1.95	1.46	4.3	3.4	10.7	10.7	35.6	8.7	23.4	13.1*	2.4	2.4	31.7
Total (N-442)	1.8	1.58	5.4	4.5	NA	NA	34.8	12.2	18.7	10.6*	1.8	1.5	37.5
1969 Graduates													
Female (N-267)	1.5	1.5	6.4	6.0	.76	.76	39.9	1.1	6.84	NA	0	0	44.0
Male (N-203)	.49	.49	2.9	1.9	21.1	21.1	34.4	2.4	12.3	NA	.49	.49	49.6
Total (N-470)	1.0	1.0	4.8	4.2	NA	NA	37.2	1.7	9.14	NA	.22	.22	47.7

*Includes transfers from Junior College to Senior University level and completion thereof

In the University category 14.7% of the females in the 1965 class entered a university, including transfers from the Junior College level, and 8.4% of them received a degree.

Table 17 indicates that even though about the same percentage of males and females of the 1965 class entered junior college, a lesser percentage of the males completed junior college, 8.7% when compared with the females, 15.1%. However, more of the 1965 class males entered, 23.4% and completed, 13.1%, university work than did the females. And considering the data in Table 13, it is possible that of the 13.6% of the males of the 1965 class who are still attending a college or university, some will eventually be successful and attain a degree and thus add a few percentage points to the 13.1% noted in Table 17.

For students in this sub culture, it is too early to ascertain very much more than the percentage of entries for the 1969 class as shown in Table 17. Some 5% more females, 39.9% of the 1969 class, entered junior college than did the females of 1965, 34.1%, while fewer of the females of the 1969 class, 6.84%, entered university than did the females of 1965, 14.7%. Inasmuch as 21.3%, Table 13, of the 1969 females are still attending college or university, it is possible that some will transfer to and successfully complete university degree work. For the males of 1969 the data reveals a slight decrease in the percentage, 34.4%, entering junior college when compared with the 1965 males, 35.6%. And the percentage of 1969 males entering university, 12.3% decreased to just over one half of the 1965 males, 23.4%. And while 25.6%, of the 1969 males, Table 13, are still in a college or university as compared in the same table with the 1965 males, 13.6%, it seems unreasonable to suggest that the

difference is sufficient to bring the percentage of university completions, at a later date, up to the 13.1% indicated for 1965 males in Table 17.

The most discouraging aspect of Table 17 lies in the data in the category of No Entry. Whereas there is no significant difference between the 1965 females, 42.1%, and the 1969 females 44.0%, for the males the difference is both statistically and practically significant. The percentage for the males of 1965, 31.7% and for the males of 1969, 49.6% suggests that the sub cultural value variable of entrance into a post secondary institution has met with a value variable holding more immediate appeal or, on the other hand, some element previously present made entry into a post secondary institution the best of two poor choices.

From the interviews, this writer is inclined to the view that many of the local Mexican-American male graduates of May 1969 found that with the advent of the policies of the present national administration, there was, so the male believed, less chance of being drafted, and thus, the appeal exerted by entry into a post secondary institution was diminished to such an extent that the male could now safely seek employment. However, the time lag between enunciation of the policy concerning the military draft and its implementation was of such length that many of those who did not enroll in a post secondary institution found themselves with "greetings" from the draft board. Thus, Table 13 reveals 21.1% of the males of the 1969 class are in the Service, and in keeping with modern military service practice, were entered into and completed a military service school, Table 17.

It appears from Table 17 that the college and university dropout rate is of such a magnitude that the majority of those who attempted such a level of study would have been better advised to have entered a vocational-technological program where, as Table 17 disclosed, the odds for successful completion are greatly in their favor. However, the societal and parental pressures on the youth to attend the local junior college, enrolled in the academic program, are difficult to resist if there is the slightest evidence from their high school grades that attainment of the junior college AA degree is a possibility. To, there is the status attached in the barrio to a person who is attending a college. And this status is of such a nature and degree as to almost defy belief in some instances. By way of example, this researcher had occasion to interview, by telephone, a number of parents to ascertain the level of education they had reached. The percentage figure obtained was astoundingly high, yet there was not the slightest hint that the respondents were untruthful. Further investigation revealed that almost all of those who had answered that they were or had been college students had, in fact, been taking Adult Basic Education courses on the junior college campus. Thus, they were college students. It might be added that this researcher has been an even more careful interviewer ever since.

Of those who entered Post High School programs, Table 18 directs attention to the category of Education as being the foremost area of concentration for both classes of graduates by a considerable margin. Although, there is a significant decrease in the percentage of those in the 1969 class, females 32.0% and males 25.1% who majored in Education

TABLE 18

Entries into Post High School Programs of Graduates
By Percentages

TYPE OF POST HIGH SCHOOL PROGRAM	FEMALE 1965 Graduates N-138 %	FEMALE 1969 Graduates N-177 %	MALE 1965 Graduates N-141 %	MALE 1969 Graduates N-102 %
Education	40.0	32.0	42.1	25.1
Secretarial	2.4	14.9	0	0
Nursing	9.3	14.3	0	0
Medical Technology	4.6	2.4	2.9	2.4
Engineering	0	0	5.3	8.6
Liberal Arts	3.0	2.4	3.1	2.4
Business Admin.	21.2	12.2	18.2	20.6
Journalism	0	0	0	0
Law	0	0	4.6	5.0
Electronics	0	0	4.4	1.2
Industrial Electricity	0	0	0	0
Mechanics	0	0	0	0
Social Science	3.0	2.4	7.1	7.0
Drafting	0	0	0	1.2
Beauty School	4.6	4.8	0	0
Carpentry	0	0	0	0
Radio-T.V.	0	0	0	1.2
Home Economics	2.4	0	0	0
Accounting & Bookkeeping	1.2	1.2	1.9	0
Welding	0	0	0	0
Ministerial & Missionary	0	0	0	0
Art	3.9	2.4	2.3	1.2
Pre-Medical	0	0	0	4.6
Pharmacy	0	0	0	2.2
Computer Programming	0	2.4	0	3.0
Architecture	0	0	0	1.2
Biology	0	1.2	1.2	3.9
Forestry	0	0	0	0
Agriculture	0	0	0	1.2
Data Processing	0	0	1.0	2.4
Math	3.9	2.4	4.8	1.2
Anthropology	0	0	0	1.2
Science	0	0	1.2	2.4
Key Punch Operator	0	1.2	0	0
International Relations	0	1.2	0	0
Meteorology	0	0	1.0	0

when compared with the percentage of those in the 1965 class, females 40.0% and males 42.1%, who did so.

With the exception of the females of the 1969 class, 14.9% of whom majored in Secretarial work, the second most popular area of career work was Business Administration, in which 21.2% of the 1965 graduating females, 18.2% of the 1965 graduating males and 20.6% of the males of the 1969 class, majored.

Table 19 might well be subtitled the quantification of disillusionment and disappointment, on a rather consistent basis. The area of Inadequate Preparation was given by 51.1% of the females and 52.4% of the males who discontinued further studies or training, of the class of 1965, as their reason for discontinuance of Post High School programs, and it was in the same area and for the same reason that 49.0% of the female and 43.9% of the male discontinuer of the 1969 class dropped out of their Post High School programs.

Contrary to this researcher's expectation, it seems evident that Inadequate Finances did not play a major role in the discontinuance rate of students from Post High School programs; especially the rate of the 1969 class which is shown as 8.2% of the females and 7.4% of the males. For this 1969 class even the Language Barrier category, 10.0% for the category of Encouraged by School to Discontinue which is shown as 14.1% for the females and 10.7% for the males, Table 19.

Table 20 was constructed from data that was elicited on the basis of a single response from each interviewee. The researcher was concerned that any type of ranking by the interviewee in the areas of Most, some

TABLE 19

Reasons Given by Graduates
For Discontinuance of Post High School Programs

REASONS FOR DISCONTINUANCE	FEMALE		MALE	
	1965 Graduates (N-63)[1] %	1969 Graduates (N-97)[2] %	1965 Graduates (N-83)[3] %	1969 Graduates (N-41)[4] %
Lack of Interest	5.0	1.1	4.1	3.1
Inadequate Preparation	51.1	49.0	52.4	43.9
Marriage or Pregnancy	2.3	6.1	5.0	7.0
Inadequate Finances	10.0	8.2	16.0	7.4
Military Draft or Enlistment	0	0	2.3	4.6
Homesickness	1.4	2.1	2.1	1.4
Illness, Person or Family	0	2.3	0	1.1
Desire for Immediate Employment	10.1	7.4	4.1	6.0
Language Barrier	7.2	10.0	4.9	14.3
Encouraged by School to Discontinue	12.0	14.1	11.1	10.7

1. Post High School Program discontinuance rate of 45.0%
2. Post High School Program discontinuance rate of 54.0%
3. Post High School Program discontinuance rate of 58.0%
4. Post High School Program discontinuance rate of 40.0%

TABLE 20

Primary Scource and Degree of Encouragement to Continue Education or Post High School Training as Expressed by Graduates (1965 N-442) (1969 N-470)

	1965 Graduates			1969 Graduates		
	Most %	Some %	Little or None %	Most %	Some %	Little or None %
SOURCES OF ENCOURAGEMENT						
Parents	33.9	3.6	.90	43.8	3.4	.42
Relatives	4.9	8.5	.67	5.9	7.8	.42
Friends	3.8	6.5	0	.21	6.8	.21
Spouse	1.3	4.5	.45	.63	.63	0
Teachers	5.2	8.3	.22	5.6	1.2	6.4
Counselors	5.4	2.4	4.5	7.4	1.7	5.1
Administrators	.67	1.2	.67	.21	1.4	.84

or None would be difficult if not impossible to interpret with any degree of either validity or reliability. It is immediately obvious that the parents of the graduates of both classes have offered the greatest degree and have been the primary source of encouragement to the graduates to continue education or training beyond high school. And it appears from Table 20, that encouragement to continue education or Post High School training came for the graduates of each class, in widely varying degrees from a variety of sources.

It seems reasonable to suggest that the data for both classes that falls in the category of Little, or None, is an expression of either unfulfilled expectations or perhaps, even discouragement from some sources.

Table 21 possesses data with an unusual pattern. Of the females of the 1965 class, 20.9% found the content of the encouragement Good but 36.2% thought its effect on them of Little Use. Of the females of the 1969 class, 32.9% found the content of the encouragement Good and 35.5% thought its effect on them was of Some Use.

Of the males of the 1965 class, 34.1% found the content of the encouragement Fair and 41.9% thought its effect was of Some Use. Of the males of the 1969 class, 49.6% of whom the data of Table 17 indicated made No Entry into a post secondary program, in Table 21 30.5% thought the content of the encouragement was Poor and 34.4% thought its effect was of Little Use.

It would appear from the data pattern in Table 21; from the lack of reasonable percentages of successful completions of Post High School

TABLE 21

Degree of Realism and Effect of Encouragement
to Continue Education or Post High School Training
as Expressed by Graduates

	FEMALE		MALE	
	1965 Graduates N-237 %	1969 Graduates N-267 %	1965 Graduates N-205 %	1969 Graduates N-203 %
REALISM				
Excellent	16.8	19.4	13.6	19.7
Good	29.9	32.9	20.4	22.6
Fair	24.8	22.8	34.1	16.7
Poor	18.5	18.7	24.8	30.5
Very Poor	9.2	5.9	6.8	10.3
EFFECT				
Great Help	14.3	16.4	13.6	14.2
Useful	17.7	15.7	14.1	17.7
Some Use	27.4	35.5	41.9	32.5
Little Use	36.2	27.7	26.3	34.4
No Use	4.2	4.4	3.9	.98

programs as shown in Table 17; and from the unreasonably large percentages of graduates of each class and especially the 1969 class, in the No Entry category of Table 17, that there is no organizational or institutional support for the majority of students during the last half of their senior year, during the following summer, and subsequently in their Post High School program endeavors. In Table 21, the bottom three categories under Realism for females and males of both classes, contain a minimum of 45% of the responses, and under Effect the bottom three categories for females and males of both classes, contain a minimum of 67% of the responses. Such a situation can have only a deleterious effect on the life of the high school graduate as he becomes disillusioned in his efforts to effectively place himself in a post high school program in which he can be successful.

Table 22 reveals that the majority of students complete high school with such a small Amount of information relative to further educational opportunities that when the areas of Some and Little or None are combined, the data discloses that 62.7% of the females of the 1965 class, 58.7% of the females of the 1969 class, 67.3% and 77.8% of the males of the 1965 and 1969 classes respectively, fall into these bottom categories. And while the situation seems somewhat improved for the females since 1965, for the males it is very much worse.

Relative to the Source of such information as the students do acquire, it appears that counseling is largely for females, inasmuch as 27.0% and 43.0% of the females of the 1965 and 1969 classes respectively were counseled on further educational opportunities while only 18.5% and 12.8% of the males of the 1965 and 1969 classes respectively, received such counseling.

For the 1969 class the importance of teachers and counselors as a

TABLE 22

Amount and Sources of Information on Post High School Educational Opportunities Available to Graduates

	FEMALE		MALE	
	1965 Graduates N-237 %	1969 Graduates N-267 %	1965 Graduates N-205 %	1969 Graduates N-203 %
AMOUNT				
Great Deal	8.0	7.4	2.4	3.9
Quite a Bit	10.1	12.7	6.8	5.9
Adequate	18.9	20.9	23.4	12.3
Some	24.8	30.7	27.3	32.5
Little or None	37.9	28.0	40.0	45.3
SOURCE				
Counselors	27.0	43.0	18.5	12.8
Teachers	36.2	17.6	14.1	40.8
Administrators	1.2	.74	.48	2.4
Parents	23.6	6.3	55.6	7.8
Other Students and Friends	10.1	30.7	8.2	34.9
Magazines	1.6	1.4	2.9	.98

primary source of information were reversed relative to female and male students. The 1969 class females utilized Counselors as a Source to the extent of 43.0% and Teachers to the extent of only 17.6%. On the other hand, the 1969 class males obtained their information from Teachers to the extent of 40.8% but from Counselors to the extent of only 12.8%. However, for the females, 30.7% and for the males, 34.9% of the 1969 class the second most important Source of information was in the category of Other Students and Friends.

The greatest change of informational Source was in the area of Parents, for the 1965 class males 55.6% and for the 1969 males 7.8%, with the 1969 males substituting information from Teachers 40.8% and from Other Students and Friends 34.9%, in place of reliance on Parents.

It does not require but very little perception to note from Table 23 that in the public high school from which the respondents graduated, future employment of its graduates was a matter of slight concern. In the category of Amount of information relative to post high school employment 72.1% of the females and 75.6% of the males of the 1965 class and 60.6% of the females and 68.9% of the males of the 1969 class fall into the area of Little or None. When the bottom two areas, Some and Little or None, in the category of Amount, are combined the data percentage rises to 81.3% for the females and 86.8% of the males of the 1965 class and 77.4% for the females and 85.1% for the males of the 1969 class.

For both classes the primary Source of future employment information was the Parents, with Counselors playing a secondary role for the females, 16.8% of the 1965 class and a tertiary role for the females, 15.7% and for the males 12.8% of the 1969 class, while the males, 25.8%, of the 1965 class utilized Friends as the secondary category and Teachers, 10.2%, as a third Source.

TABLE 23

Amount and Sources of Information on Post High School Employment Opportunities Available to Graduates

	FEMALE		MALE	
	1965 Graduates (N-237) %	1969 Graduates (N-267) %	1965 Graduates (N-205) %	1969 Graduates (N-203) %
AMOUNT				
Great Deal	2.9	4.5	2.4	1.9
Quite a Bit	5.0	9.0	3.4	4.4
Adequate	10.5	9.0	7.3	8.3
Some	9.2	16.8	11.2	16.2
Little or None	72.1	60.6	75.6	68.9
SOURCE				
Counselors	16.8	15.7	9.2	12.8
Teachers	13.5	18.7	10.2	19.2
Administrators	4.2	6.3	4.3	1.9
Parents	48.5	40.4	35.1	38.4
Friends	6.3	1.4	25.8	8.3
Magazines	.84	.74	1.4	0
Employment Officer	8.0	5.9	4.3	8.8
Other Students	1.6	10.4	9.2	8.3
Reading				1.4
Vocations Day				.49

Table 24 establishes the degree of present dissatisfaction with the results of post high school choices. And the percentage of graduates experiencing such discontent is, as one might reasonably expect, greater for the 1969 class, females 51.6% and males 50.2% than for the 1965 class, females 47.6% and males 47.3%. With the unsettled and more complex social and economic conditions of the recent past; with often little opportunity to change an original employment choice situation; with insufficient preparation for even the training and employment requirements of Laredo and with increasing efforts, on the part of the leadership of La Raza (The Race), MAYO (Mexican-American Youth Organization), and other such social change oriented organizations, to foment a deeper sense of frustration and to create a feeling of social aggression toward the Anglo establishment among the Mexican-Americans, there is little cause for not understanding the dissatisfaction expressed by both classes of graduates, with this exception. Laredo is politically controlled by Mexican-Americans and economically controlled by a combination of Mexican-American politicians and a very, very few Anglos. Thus in Laredo whatever it is that the socially aggressive organizations have to say about the establishment can only be directed toward other Mexican-Americans. And inasmuch as Laredo with its Mexican-American population, has the dubious distinction of being the most poverty stricken city in the nation, attempts to place the onus for such poverty on the Anglos becomes an exercise in untruths, half truths and simple minded and simplistic rhetoric the authors of which demonstrate their proficiency in the art of fiction. The simple fact seems to be that the usual run of Mexican-American leadership is as unprepared for and incompetent in their roles as the graduates have indicated themselves to be in the areas of post high school educational programs, Table 17 and their reasons for

TABLE 24

Attitudes of Graduates Concerning
Original Choices of Training and Employment

	FEMALE		MALE	
	1965 Graduates (N-237) %	1969 Graduates (N-267) %	1965 Graduates (N-205) %	1969 Graduates (N-203) %
Same	32.3	48.3	52.6	49.7
Different	47.6	51.6	47.3	50.2
Undecided	0	0	0	0

discontinuance of such programs, Table 19. Apparently knowing little or nothing of administrative procedures, modern or otherwise, the Mexican-American leader relies on being a carrier of paper. He seems to always be going someplace to a meeting, with a pound or two of paper in his hand. Such clerical work, important as it is as an adjunct to administration, substitutes for administration and leads to several situations. First, the Mexican-American leader possesses what may be called clerical memory. He knows what was said about and what happened to certain pieces of paper at sometime or another. Second, such clerical memory conveys power inasmuch as what is written on the paper becomes standard operating procedural dogma on a verbal although not usually on a behavioral basis, insofar as he understands it. Third, since election to some level of leadership enjoys some form of authority, clerical memory and SOP verbalized dogma are not only substituted for administrative competency but are apparently thought of by the Mexican-American leadership as being one and the same. Thus authority is substituted for perceptive understanding and verbal dogma substituted for continuous evaluation, accountability, planning and communication. After listening to, observing and researching several hundred Mexican-Americans over the past years, since 1960, this researcher has arrived reluctantly at the tentative conclusion that insofar as the present evidence concerning leadership ability among the Mexican-American is concerned "In the country of the blind, the one eyed man is King." Thus it is not surprising to find the data in Table 24 indicating such a high degree of dissatisfaction.

In Table 25 the data directs attention to the 1965 class members who were statistically similar in their opinions of what High School Did Best for them in the area of Provided an Education-Awarded a Diploma, females

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In Table 25 the data directs attention to the 1965 class members who were statistically similar in their opinions of what High School Did Best for them in the area of Provided an Education-Awarded a Diploma, females

TABLE 25

Opinions of Graduates
As to What The High School Did Best for Them

	FEMALE		MALE	
	1965 Graduates (N-237) %	1969 Graduates (N-267) %	1965 Graduates (N-205) %	1969 Graduates (N-203) %
High School Did Best				
Provided an Education-Awarded a Diploma	41.9	56.2	42.0	39.2
Improved English Skills	10.7	8.5	13.4	6.3
Provided Vocational Skills	8.1	4.2	9.0	8.0
Improved Ability to Get Along with Others	4.2	14.4	7.4	5.8
Helped to Develop Self-Discipline	4.2	1.4	3.0	1.4
Increased Realization of a Larger World	6.0	5.0	3.0	2.9
Provided Understanding and Assistance in the Solution of Problems	0	0	2.0	2.9
Aided in Development of Maturity	0	0	0	0
Provided Opportunity for Participation in Athletics and Other Activities	1.6	1.4	4.5	3.0
Encouraged Continuation of Education or Training	0	2.0	6.0	8.1
Nothing	22.2	6.0	9.6	21.3

41.9% and males 42.0%. In the same area the females, 56.2% and the males, 39.2% of the 1969 class were in wide disagreement.

The secondary area in Table 25 is somewhat erratic. The females, 22.2%, of the 1965 class indicated the area of Nothing and the males, 21.3% of the 1969 class, agreed with them. The females 14.4%, of the 1969 class, indicated Improved Ability to Get Along with Others while the 1965 class males 13.4%, indicated Improved English Skills.

In Table 26 both classes established four areas of recommended changes in the high school with the 1969 class leaning toward a fifth area. First, among these four areas is More Counseling and Guidance for all but the data of the 1965 class males 30.5% of whom placed Curriculum changes first, and 24.9% of whom placed More Counseling and Guidance next. The 1969 class placed More Effective Teaching of English to Remove Language Handicap in the penultimate position with females 15.5% and males 11.7%. In the 1969 class one fourth of the females 26.5% and almost one fourth of the males 24.7% are in agreement that the priority for change should be an increase in information conveyed through More Counseling and Guidance. These data confirm and support the data of the Trauma of the Dropout study.

In the area of Better Physical Facilities the 1969 class members, 15.7% of the females and 22.6% of the males were virtually unanimous in mentioning air conditioning as the major improvement needed while the 1965 class was about evenly divided between air conditioning and more classrooms.

Table 27 gives some idea of how the dropout is perceived by those who graduated, after some time has passed since graduation. The researcher included it in this study more in preparation for making a comparison of this study with the Trauma of the Dropout study than for any other reason.

TABLE 26

Recommendations of Changes in High School
by Graduates by Percentages
of Number of Responses

	FEMALE		MALE	
	1965 Graduates (N-540)* %	1969 Graduates (N-681)* %	1965 Graduates (N-518)* %	1969 Graduates (N-680)* %
RECOMMENDED CHANGES				
Better Teachers	20.0	17.1	19.3	15.5
Administration	.74	.88	3.4	2.64
Curriculum	23.7	24.0	30.5	22.6
Smaller Classes, More Individual Attention	0	0	0	0
Stricter Discipline	0	0	0	0
More Counseling And Guidance	34.8	26.5	24.9	24.7
Greater Variety of Activities	0	0	0	0
Less Rigid Discipline	0	0	0	0
More Effective Teaching of English to Remove Language Handicap	0	15.5	0	11.7
Better Physical Facilities	20.7	15.7	20.5	22.6

*Some interviewees responded to more than one area of Change.

TABLE 27

Opinions of Graduates as to Why Some
Fellow Students did not Graduate from High School

REASONS	1965 Graduates Responses (N-442) %	1969 Graduates Responses (N-470) %
Lack of Interest or Motivation	16.0	17.2
Lack of Home Encouragement	3.3	2.5
Poor Financial or Social Conditions at Home	23.7	21.7
Marriage or Pregnancy	6.5	11.2
Lack of Ability or Poor Foundation	23.7	20.4
Lack of Encouragement at School	14.9	15.5
Behavior Problems, Especially Drinking or Drugs	0	0
Social Maladjustment in School	5.8	4.2
Attraction of a Job and Money	4.7	4.2
Language Barrier	.22	0
School Located Too Far From Home	0	.42
Military Enlistment	.67	1.7
Illness, Personal or Family	0	.63

However, it holds some interest inasmuch as the data directs our attention to the fact that the largest percentage of responses places the onus for failure to graduate not on the individual student involved but on factors over which he had no control.

Table 28 is indicative of the sensitivity of the Mexican-American youth to real or fancied prejudicial treatment in the hands of other Mexican-Americans. And such interpretation of the behavior of others was, from evidence gathered during the interviews, almost always concerned with money or the lack of it, in relationship to how the youth dressed, where he or she lived and whether or not an automobile was available. It is evident that prejudicial treatment is felt to be more of a problem by the males, 24.8% of the 1965 class and 21.1% by the 1969 class, than by the females 12.2% by the 1965 class and 13.8% by the 1969 class.

In the area of Success as perceived by the graduates Table 29 reveals considerable difference between the 1965 class and that of 1969. The females, 54.0%, and the males, 59.0%, of the 1965 class felt that success was a matter of Holding a Good Job. The females, 51.3%, and the males, 45.8%, of the 1965 class felt that Attaining Personal Goals was of greater significance than Holding a Good Job even though of the 1969 class 30.3% of the females and 36.9% of the males agreed with the 1965 class as to its importance.

Neither the category of Having Personal Independence nor Contributing to Society fared very well and such small percentages are in keeping with other attributes of the Laredo social milieu discussed elsewhere. Staying alive by successfully Having Completed Military Duty drew the nod from 2.4% of the males of the 1969 class.

Table 30 presents data of a most interesting nature; especially when compared with the data of Table 24. In Table 30, 63.7% of the females of the

TABLE 28

Perceptions of Graduates
As to Whether They Experienced Prejudice in High School

	FEMALE		MALE	
	1965 Graduates (N-237) %	1969 Graduates (N-267) %	1965 Graduates (N-205) %	1969 Graduates (N-203) %
Experienced Prejudice	12.2	13.8	24.8	21.18
Did Not Experience Prejudice	87.7	86.1	75.1	88.6

TABLE 29

Definitions of Success as Perceived
By Graduates

	FEMALE		MALE	
DEFINITIONS	1965 Graduates (N-237) %	1969 Graduates (N-267) %	1965 Graduates (N-205) %	1969 Graduates (N-203) %
Achieving Happiness	5.0	2.2	2.4	3.4
Attaining Personal Goals	29.5	51.3	27.3	45.8
Holding a Good Job	54.0	30.3	59.0	36.9
Possessing a Good Education	6.7	10.8	5.8	6.8
Having Personal Independence	2.9	2.6	3.4	1.4
Contributing to Society	1.6	2.6	1.4	2.9
Fully Developing Abilities and Talent	0	0	0	0
Having Completed Military Duty	0	0	.48	2.4

TABLE 30

Opinions of Graduates as to Whether
They Had Attained Success

	FEMALE		MALE	
	1965 Graduates (N-237) %	1969 Graduates (N-267) %	1965 Graduates (N-205) %	1969 Graduates (N-203) %
Yes	63.7	49.4	53.1	60.5
No	36.2	50.5	45.8	39.4
Partial	0	0	0	0
Do Not Know	0	0	0	0

1965 class indicate they had attained success; however, from Table 24, it is evident that only 52.3% would make the same original choice. For the females 49.4% of the 1969 class in Table 30, and of the same females 48.3% in Table 24 the original course would be pursued again. For the 1965 class males 53.1% in Table 30 and 53.6% in Table 24 would do the Same. However, for the 1969 class males 60.5% in Table 30 in the Yes category, is very similar to that of the 1965 females in Table 30 in the Yes category.

It seems evident that for a simple majority of the Mexican-American graduates a feeling of Success can be attained with a great deal less than that which is required for the same feeling among many Anglo young people. And this researcher is compelled to state that adaptation or adjustment to a state of poverty either one's own or that of another, is no virtue. Too many of the Mexican-Americans sell themselves short; their potential is as great as that of any other group of people but their opportunities in Laredo are so limited as to be of practical insignificance.

SUMMARY OF THE FINDINGS

Typically the high school graduate is overage in grade from one to five years at date of graduation, with the largest percentage, 72%, consisting of males.

The ethnic language is spoken in more homes now than was formerly the case but fewer graduates speak it as well as graduates of previous classes did. A larger percentage at the present time believe it is important to speak the ethnic language as it is now needed by a larger percentage for employment purposes.

The parents of the more recent graduates have less elementary school level education and a smaller number of high school years short of completion; however, 5% more of the parents have completed high school than the parents of earlier graduating classes. There has also been a very slight increase in the number of fathers entering college.

Almost one fourth of the mothers of the recent graduates are employed in the sales category. There has been a slight rise for them in the Services category and in the Migrant Category.

Fathers of the recent graduates are employed in the Professional category in a small but still larger percent than formerly.

Contrary to expectation, the odds for successful completion of high school are in direct ratio to rank by age among children, with the three eldest children predominating, in both percentage of completions and in percentage of dropouts.

One central fact emerges. No student graduates who has ever been retained in grade. While as many as 25% of the males will repeat one or more subjects, no student recovers from the loss of an entire year.

Mathematics, possibly because of the departmental faculty, was the most recent favorite subject. Spanish and Business Education both ranked consistently low.

The largest percentage of all graduates did not participate in any school activities. For those who did participate the male liked Art, Drama, Music and Special Interest Clubs and the more recently graduated females preferred Athletics, by a small percent.

The 1965 class graduates presently occupy a higher employment status than their parents did at the time the 1965 class graduated, and it is significant that no graduate is employed in the Services Category, whereas almost 50% of their fathers are employed in this category.

With the exception of the females of the 1965 class, more than one fourth of the graduates expressed sufficient job dissatisfaction to warrant a change in jobs during the ensueing year.

There is a tendency for the more recent graduates to have married prior to high school graduation, and such marriages penalized further educational plans for one third of the females.

With the exception of the 1965 class female graduates, 40.1%, between 52.7% and 90% of the graduates where still single at the time they were interviewed.

There has been a slight decrease in the percentage entering and completing Vocational-Technological schools.

Slightly fewer females entered university and 5% more entered junior college as compared with earlier female graduates. The more recent male graduates entered junior college in smaller percentages and the decrease in university entrance exceeded 50%.

About the same percentage of females of the earlier and more recent

graduating classes did not enter a post high school program, approximately 43%. The males of the most recent class fell in the No Entry category to the extent to almost 50%, some 19% greater than the earlier class of males.

The percentage of recently graduated males in the military service was over 100% greater than the percentage of males in the earlier class.

A plurality of graduates in their post high school college or university programs majored in education with the second most popular major being Business Education, with the exception of the 1969 Class females who chose a Secretarial major.

The dropout rate from post high school programs ranged from 40% to 58% with the reason for doing so being Inadequate Preparation, with a percentage range of 43.9% to 52.4%. Inadequate Finances played a minor role in the discontinuance rate.

Parents received a large plurality of the percentage points as the primary source and degree of encouragement for all graduates to continue into a post high school program. Counselors ranked second as having given the most encouragement.

More than 45% of all graduates felt the encouragement given only relative to the extent to Fair or below and an even larger percentage ranked its effect as being of some Use or below.

Only a relatively small percentage of the graduates left high school with an adequate amount of information pertaining to further educational opportunities. The source of such information for the recently graduated females was the Counselor, for the recently graduated males and the less recently graduated females it was the Teachers and for the earlier graduated males it was the Parents.

few graduates left high school possessing an Adequate amount of information concerning employment opportunities, and the small amount they did have largely came from Parents.

Approximately 50% of all graduates would choose differently concerning original choices of post high school training and employment, if they could begin again.

All graduates concurred by giving a plurality of percentage points to Provided an Education-Awarded a Diploma as being that which the high school did best for them; however, almost one fourth of the 1965 class females and the 1969 class males agreed on the category of Nothing.

Both classes established More Counseling and Guidance as the first priority of recommended changes in the school, with the exception of the 1965 males who placed Curriculum changes first and More Counseling and Guidance Second.

Both classes agreed that the two major reasons why some fellow students did not graduate from high school were Poor Financial or Social Conditions at Home and Lack of Ability or Poor Foundation. Behavior Problems, Especially Drinking and Drugs was significant in that this category was not mentioned by any graduate.

Prejudice, with a range for both classes of 12.2% to 21.1% was experienced in this predominate Mexican-American culture from other Mexican-Americans; largely over the economic gulf separating the teacher from the student from a poor family.

The more recently graduated students believe Success is a matter of Attaining Personal Goals while the 1965 class graduates placed holding a Good Job first. Contributing to Society attracted less than 3% of the total.

Most graduates stated that they thought they had now attained success; however, 50.5% of the 1969 class females said that they had yet to achieve a feeling of success.

PREFACE TO THE IMPLICATIONS and RECOMMENDATIONS

Just as in the Western movies the one who is at home with abstractions is always shown in a business suit, white shirt and tie as opposed to those who deal only in concrete terms (thoroughly mixed and permanently set) i.e., the cowboys in vest, open shirt, levis and boots, and as the cowboys always have a side arm conspicuously evident on their hips and the outsider, armed only with the power to analyze, synthesize and evaluate, appears to the cowboy to be unarmed, so too the results of research and that which Bloom calls the higher mental processes, are looked upon by the Mexican-American who views analysis as criticism and indicative of dislike of himself particularly as a Mexican-American; conceptual synthesis as mysticism; and evaluation almost as fearfully and emotionally and with as much anxiety and apprehension, as he does requirements of accountability for his own behavior.

By way of specific example of the above, the researcher found himself with the access to the reports prepared by an Independent Accomplishment Education Auditor of a Laredo Independent School District Federal Projects, ESEA Title VII, Bilingual Project. These reports are the views of the Education Auditor and are for transmission to the office of Education through the office of the local Project Director and the LISD Federal Projects Coordinator. These Independent Auditors are considered of such importance by OE that the local agencies may recommend to the OE for employment only those who meet specific competencies outlined by OE, and the performance contract between the local agency and the Independent Auditor is valid only after its approval in Washington. Appendix E is the Independent Auditor's report submitted in January of 1971 to the Title VII Project Director's Office and forwarded by the Project Director to the Mexican-American Federal Coordinator of the LISD Federal Projects during the same month.

A careful perusal of the report by this researcher failed to elicit any taint of criticism. Rather it seems to be a well considered analysis of a sub cultural situation. Appendix F is the response of the Federal Coordinator to the Auditor's Report, and as indicated above by the researcher, the Mexican-American with some authority is hardly to be viewed as an example of objective enlightenment.

In paragraph one the Federal Coordinator admits that he is ignorant of the affairs of his office; however, undeterred by this, he next invokes his presumed authority while admitting in line 3 of the second paragraph that the report is accurate in that these factors do exist in Laredo and the surrounding area. Nonetheless, he indicates, in the last two lines of the second paragraph, that to merely confirm that they exist somehow becomes prejudicial. Paragraph 3 is a well thought out paragraph which exemplifies better usage of vocabulary than one usually expects from a Mexican-American administrator on this level.

Paragraph four seems to suggest that somehow or other, a 100% public money grant is now 'our' money and perhaps should not be spent on candid reports of auditors.

Paragraph five invokes authority for the second time and also adds censorship. It is also revealing that the letter does not include a carbon copy directed to the Auditor.

There is nothing unusual about this letter when one considers the source, as it clearly delineates the psychological orientation of Mexican-American administrators and the manner in which they invoke intimidation, authority and censorship. The letter also gives some indication of the impossibility of providing a genuine educational opportunity for youthful Mexican-Americans, in a predominantly Mexican-American environment,

irrespective of the level on which such students happen to be classified in the grade levels of the schools. One could find ground for condemnation of such administrative tactics; however, the mental processes that led to this letter are identical to the processes that placed this person in a position where he felt that he could write such a letter with impunity. The persons of the Mexican-American sub culture are deeply concerned with the opinions that highly educated and well placed Anglos have of them, and it must have been a tremendous shock for this Mexican-American administrator to read even a brief analysis of his sub culture so accurate in portrayal, so honest in fact, and so different from his euphoric myths. He must have also suffered considerable trauma at the thought of such an analysis being read in Washington, little dreaming that his letter of censorship would also be read there. Inasmuch as there are almost no aspects of their sub culture that allow them to acquire or to demonstrate the kind of strengths necessary for self-respecting assimilation into the cultural mainstream of American society, they imitate its superficialities and use the rhetoric of democracy in appropriate circumstances while privately maintaining a small empire building dictatorship orientation. It is the observation of this researcher in a number of states and over a period of years, that no Anglo with deliberate intent could possibly ever treat a Mexican-American with as much cruelty and lack of individual respect as Mexican-Americans are treated by other Mexican-Americans having some authority or hold over them.

If language is both culture and its expression, the Mexican-American of Laredo will never, under present educational policies, develop the capability to use phonetic, syntactic, semantic, organizational and editing information, in either English or Spanish. The old cliche that the Mexican-American is illiterate in two languages tells only part of the story. He is as one might

expect equally ignorant of both cultures. His heritage along the Border is one of static poverty. He knows as little of the opening days of modern democracy in Mexico when Pancho Villa and the sounds of La Cucaracha seemed to be everywhere, as he does of Thomas Jefferson's admonition concerning "enlarging the empire of liberty." Poverty in its deepest aspects has nothing to do with quantity. It is a lack of quality of choice, a disregard for the necessity of reasonably consistent human effort, a failure to believe in the improvability of a present circumstance, a blindness to the possibilities inherent in any human condition, and an insufficiency of those characteristics upon which are built self-reliance and a sense of responsibility for the legal and moral results of one's acts or omissions.

To fully apprehend the life of a Mexican-American in a barrio or collective existence, is of course, quite impossible for someone else; however, if an Anglo becomes immersed over a period of time in a barrio, the environment will seem to change from one made up of objects to one composed of vague sensations. From the experience of living in a milieu of indistinct impressions one comes later to the realization that the person who said "Where there is life there is hope" did not know what in the hell he was talking about.

Hope is an intellectual interpretation affixed to a set of conditions as an appendage, and is not necessarily a component of the situation. Immersion in the Barrio to the point where individual objectivity and subjectivity are reduced to mere impressionistic effects fosters a sensuality that is so fundamental as to prevent the development or inhibit the exercise of individual selfconsciousness and to rival the effect of Ravel's "Bolero," without its saving grace of soaring volume.

Tedious materialism and monotonous longings, unsatisfiable because

of their amorphous nature, seem to lead to insatiable sexuality and any convenient member of the opposite sex will do, and one can make a strong case to support the thesis that the neo-cortex is undeveloped in many of these people. Incest is rarely viewed as news in the barrio and social disease and abberations of physical and mental activity are abnormal only as diagnosed by practitioners in these areas from another culture. Individuals are neither viewed nor treated as such and individuality as well as memory and the deeper motivational aspects of behavior, become lost in euphoria.

As mentioned above, this process not only tends to inhibit the development or exercise of self-consciousness but creates a collective-consciousness and a communications form that is non-expressive of individualistic and personal points of view and opinions. The Mexican-American is thus not self conscious as an individual but is collectively conscious of himself as a Mexican-American.

This results in a patterning of social and psychological behavior in which social activities, non-human physical activities and what seems to him to be metaphysical activities, are creative of one another. Thus, like his sub cultural counterpart, the reservation bound American Indian, the Mexican-American can believe that the Rain Dance is a direct verifiable factor in weather causation. On this basis, self discipline does not exist for the Mexican-American. What could he know about disciplining something that is psychologically non-existent?

The above applies primarily but not exclusively to those who are early dropouts from or have never attended school, and as the dropout rate at the early elementary level exceeds 50%, and the number who have never attended school is approximately 10%, a majority in the barrios fall into this

behavioral pattern category.

On the other hand, attendance at school seems to foster in widely varying degrees, external conflict between those relatively few Mexican-American students who begin to develop an Anglo type of consciousness of self and those who remain bound to the collective consciousness of the barrio. To the degree that the Mexican-American is successful in developing a self-consciousness and an emerging sense of identity, to that extent is he alienated from the barrio and usually from his family. (Part II Appendix A, Page 11, statement number 18, is very revealing in this respect.)

However, to the extent that the Mexican-American develops this self consciousness also to that extent is internal frustration created. In this situation the Mexican-American does not know what is happening to him. Why seemingly all of a sudden, have things been going so badly for him at home and at school? The more he feels he must do something to demonstrate that he is somebody, the more problems he seems to have and the less help he seems to receive. And the schools of Laredo are of no help; they are not only concerned with treating symptoms while aggravating and increasing the social conditions that produced them but in introducing to their students a number of psychological problems the students never had before.

In this context the situation in the barrio is much like war in which people who know one another (the parents) dispatch people (the children) to become casualties of the efforts of other people (the teachers) neither of whom know one another.

The school system, aided and abetted by the state and federal funding agencies, further compound the problem by their utter failure to understand the locus of the problem in any identifiable specific sense.

The school people act on the basis that if a problem is discovered in a school setting them ipso facto it is an educational problem and in their quest for building empires, a la Santa Ana, the schools are just the place to do so; all that is lacking is money, which the funding agencies in their great wisdom, are happy to provide. (See Appendix G) This results in well concealed disappointment on the part of many, somewhat less than intellectually honest, people and thus only rhetorical success is allowed in their reports to Washington and Austin.

The Mexican-American child comes to school with little or no knowledge of the English language and this is discovered in the school setting, not realizing that the situation of the child is only a symptom of a socio-cultural problem; not realizing that in the ultimate analysis a public school can rarely ever lead but can only reflect a local culture; not realizing that language is only one of the many tools, and quite possibly not the most important tool, of a culture, the school people like the people of the Inquisition, are either going to save the child by teaching him to vocalize in English or eliminate him in the attempt. All this effort on the part of the school people, without philosophical, sociological or psychological foundational support, requires ignorance of the first quality and to a profound degree; and the results of their efforts confirm the statement.

Then to make the situation even worse for the individual Mexican-American of the barrios, Mexican-Americans like Tomas Ybarra Frausto, in his Artifacts of Mexico, a manual funded under ESEA Title I by the USOE, states that the male of La Raza "To be muy macho" (very male)" is to be physically strong but spiritually gentle and romantic, to laugh at danger but to weep for beauty, to be stoic and hermetic yet to explode with passion and be contemptuous and distainful of pain and hunger and suffering." (Yet not so much so that he

The Dream of Every Mexican American

"Once upon a time there was a Chicano
who had this Anglo yardman....."

refuses either welfare or to sell his vote for $1.00). "That is why La Raza has survived in an alien, hostile environment. That is why the macho can jeer at the society" (the United States) "that has robbed him of his history, his culture, and his identity:" ...."Mexican-American tradition holds that a macho (a manly man) is "feo, fuerte y formal" (ugly, strong and trustworthy.) Another unspoken prerequiste is that he wear a "sombrero"; hats are the indispensible article of male attire in the "Chicano" world.... to wear a hat well is to glory in muy macho (magnificently masculine) and to feel that one is "Mexicano hasta las cachas"(Mexican to the marrow)."

All very romantic but hardly conducive to the production of a citizenry with any possibility of ever becoming of sufficient use to themselves to be able "to pay the rent for the space they occupy."

Beginning with the above in mind, to find a possible solution to the problems of the Mexican-American of the barrios, what essential question must one ask and answer, if one desires to provide the means whereby an individual, who, instead of being fed at regular intervals by the efforts of others, learns to provide for himself by his own efforts; who instead of accepting the attempts of others to improve his environment by merely adding a few frills to the barrios such as swimming pools, community centers, boy's club buildings and occasionally rows of ugly public housing, learns to make his environment, in whatever fashion a multiplicity of choice offers; who, instead of frustration in schools, because as a child and later as an adult, seem never to be able to quite overcome the detrimental effects of an inexact vocabulary and its influences on perception and cognitive conceptualization, are provided with an opportunity to obtain a sound foundation for vocabulary and mental development; who, as adults instead of using conceptual terms the semantic implications of which are totally beyond them, have an opportunity to build

on the educational foundations formulated during their childhood; who, instead of a welfare check and a pat on the head from el jefe, is provided with an opportunity to really become a muy macho by standing on his own feet and thinking for himself; who instead of being patronized by his own kind and fed romantic nonsense about a heritage, a culture and an identity the Mexican National peon not only never had but that his Mexican-American immigrant descendents including the so called leaders of La Raza never had, can construct a culture and an identity for himself; and who,instead of leaders apparently suffering from a severed corpus callosum resulting in the dexter appendage being kept in Stygian darkness relative to the efforts of the sinister appendage and vice versa, while the central trunk genuflects at the alter of social concern and responsibility, can participate in and supply his culture with the type of leadership with whom he can identify? Sounds like quite a large order for one question or statement to encompass, but it has been filled several times over in America. And it will be further discussed in the Recommendations. Suffice to say at this point that the psychological orientation that seems necessary for survival at the barrio level is diametrically opposed to that required for either psychological or economic success in the general Anglo culture. (See Appendix I)

One question oriented toward a slightly different aspect of the problem of the Mexican-American does come to mind, however, "Why do all the Chicanos expend so much energy to live in the U.S. while striving to become Mexican?" If they really are serious about losing their marginal status as being neither Mexican nor Anglo and their wish, as they have stated, is to become Mexican, one would be hard pressed to find a more advantageous place for doing so than in Mexico.

This is in no sense an ethnocentric statement. This researcher has

thoroughly enjoyed knowing a number of these people over the years and perhaps the Mexican-American will eventually contribute much to the American culture if the Anglos do not go broke supporting him first, but it is suspected that he will never make much of a contribution while trying to import the psychological orientations of another culture. If the Mexican-American did not arrive with such characteristics, he is going to find he will not be able to import and make much use of them north of the Border, with any benefit to himself. To "laugh at danger" is all very well as a paper tiger but to practice it in an industrial society is an excellent way of being devoured by a machine.

Many Mexican-American apologists will, upon reading this survey, voice the same opinion they have stated before about every Critique, in the Kantian sense, that they have had access to, i.e., that the characteristics of the barrio Mexican-Americans are the same as those people encased in poverty elsewhere, as though such an opinion somehow makes everything reducible to quantification and the situation easier to either bear, disregard, or pretend to do something about. From this point of view they proceed to indicate that the poor have always been with us, and history bears them out on this, and thus welfare must come first and the most obvious difference between the poor and those who are not poor, next. On this basis and in this context, the obvious difference is the language deficiency of the poor, and since the Mexican-American apologists are usually Mexican-American also, and "bilingual," presto, they have secure employment forever and ever as they will condescend to aid the poor Mexican-Americans by either teaching them English as a Second Language (ESL) or construct a bilingual project for them. One will recall from Table 29 Page 67 that success was defined as a good job and ranked as first for the older group and second by

the younger graduates. From published accounts and evaluation reports the ESL or bilingual projects have not worked in California, or New York or Laredo Independent School District. (And the bilingual approach will not do any better in Zapata, Texas with its recent refunding of $115,000.00). But no matter, it was not because they were ill conceived to begin with, it was the lack of sufficient money for more staff. (The first year Zapata received $46,000, the second year $83,000. The first year LISD received $75,000, the second $84,500, and the third, 1971-72, $113,000). Now if the federal and state funding agencies will continue to provide more money the projects will include something or someone new and ostensibly the just discovered vital element for success and down the road we will go for three to five more years of nonsense. Thus, the researcher is optimistic in believing that much could be done, realistic in believing that much will be attempted, realistic in believing that nothing will be accomplished, and pessimistic in believing that they will ever stop the externally derived, tax based funding of these Border town Mexican-American operated projects, unless each project is carefully monitored, includes evaluative and auditing safeguards, and includes funding agency imposed criteria for competent professional employment within the program. (See Appendix G)

Essentially, the problem of implementation of measures designed to eliminate social problems, such as the War on Poverty, etc., revolves around a methodology by which influence on the individual in sufficient numbers, provokes cultural change, or changes in the culture create over a period of years, changes in individuals. However, a second problem immediately arises, that of predictability of results, and it is the view of this researcher, that just the behavioral results, the goal that is currently popular, is insufficient. There must be predictable motivational

results as well. It is not enough to be able to predict that people will stop at a red light when the policeman is evident standing on the corner; they must be motivated to stop at the red light as a social responsibility, when no policeman is anywhere in the area, and the driver knows the policeman is not in the area.

Thus we become concerned with the problem of the nature of the most effective agent for cultural change. There are two of them and while they are not mutually exclusive they are distinct. One is called the institutional process and the other the instrumental process.

Generally in the U.S. we have worked diligently through the means of the institutional process to effect cultural changes that were themselves the result of the instrumental process, and the resultant, individual and social, chaotic conditions indicate that the instrumental process is so all pervasive in both its immediate and long term effect that the institutional process is lagging by possibly as much as 50 years, and the gap is widening on a geometric basis almost daily. It is from this theoretical postulation that the following is presented, in a Pantagruelian mode.

IMPLICATIONS, ATTENDENT CONSIDERATIONS

and

CONCLUSIONS

1. A major implication is that it does not take very long for the Laredo high school graduate to be disembued of the idea that a high school diploma signifies a great accomplishment. The graduate comes to realize very quickly that much that he was told in high school is simply untrue: He did not learn how to read, write or spell very well; his vocabulary seemed to be far beneath the level of those who were in his classes at college, prior to his dropping out; he was lacking in knowing how to study, even though in many cases he put in an excessive amount of time with his books; he did not learn even rudimentary library research procedures: and he lacked the confidence to meet students from other areas, finding it preferable to either be alone or with someone else from Laredo. On the other hand, those who desired employment after high school found that they were lacking saleable skills, information concerning vacant employment positions, and information relative to procedures for making job applications.

All the above giving rise to the implication that the high school appears to be a rather self contained, self oriented institution, without regard for its supposed commitment to either the society at large or the future of the student after he graduates. In conclusion, the high school appears to be more concerned with its public form rather than its supposed individually oriented function.

It is ironic that in this context, high school graduation for many students proved to be a dead-end street.

2. The second major implication concerns the psychological drop experienced by the graduates, from the high expectations they had for the future to the almost immediate dashing of these expectations on the hard rocks of an unprepared for reality. In the interviews, no student omitted mentioning in some fashion their shock and bewilderment upon learning that they were expected to know and to be able to do things that they did not know and could not do. Many quit at that point and hurried back to the barrio; entered military service; or if female, looked for some male to marry. Others at work or seeking work, enrolled in the junior college if funds were available, and many at the junior college, dropped out and looked for work. Still others went to San Antonio or Corpus Christi to visit friends or relatives and a considerable number joined the migrant trail. One can conclude that knowing little or nothing about career planning and having no help from the responsible institutions of the local sub culture, their personal lives and their career futures have become a matter of accident, for the majority of graduates.

3. Another major implication drawn from the data is that the Mexican-American graduate of Laredo lacks a basis for making comparisons between his sub culture and the Anglo culture. His major contact with the Anglo culture comes to him via TV and this media seems to provide him with the expectation of immediate career success and instant personal gratification. Thus the further his experience takes him from the barrio, the more unreal does the world become. Never having had his own sub culture honestly explained to him, having no academic training in societal patterning, there is no way for him to consciously place himself anywhere on a predictable basis of results.

4. A fourth major implication concerns the testaceous nature of the language and skin color of the Mexican American. If he is "bilingual" his English is somewhat less well spoken than might otherwise have been the case. Having little or no identity established on a confident individual basis, he rapidly makes it clear that he is very conscious of being a Mexican-American. Thus whatever happens to him is interpreted as having happened because he is Mexican-American not because of anything he might have done or did not do as an individual. Thus his major defensive weapons are in fact, those areas he sees as being deficiencies, language usage and skin color. They provide a ready rationale and serve as the basis for rationalizing the failure he experiences in his contacts with the Anglos individually, or the institutions that represent in some fashion, the Anglo culture.

5. A fifth major implication concerns the rapidity of learning how to grapple with the self induced state of being a labor migrant and with the state of unemployment by the Mexican-American graduate. He has come to realize and take full advantage of the social power of the old, the weak, and the ill in the Anglo culture. And since the liberalization of the requirements for free lunches, sponsored by the Department of Agriculture at the school, the barrio Mexican-American finds himself in the position of being able to receive welfare and labor migrant aid at home and free lunches at school. On January 20, 1971, 10,557 lunches were served with an average of over 10,000 per day until the end of the school year, with over 80% of these being served free of charge; it could be that what the Mexican-American is learning best, is how to con the Anglo. Especially when one observes that a major problem faced by the high school authorities involves where to find parking space for all

the automobiles driven by the Mexican-American students to school.

6. A sixth major implication, and these are in no particular order, involves sociological assimilation. One yardstick used by sociologists to determine the degree of assimilation of an alien sub culture into a dominant culture is the degree of accessibility the males of the sub culture have to the females of the dominant one. In Laredo and in the surrounding area, it would appear that the Mexican-American male is virtually totally excluded from the Anglo females in the marriage pattern, although some dating occurs at the junior college level. Viewed from the opposite, the Anglo male not only has access in dating and marriage to the Mexican-American female but is eagerly sought by such females; especially the males of the air base are thought desirable. Thus by implication, over a long term there will be a decrease in Laredo of the more independent, thought to be better looking, and somewhat better educated females. Of the 1965 and 1969 class females who are married, slightly more than half married Anglo service men. Another implication in this context is that Laredo will become more homogenious with respect to a lower level of education of its females; again over a long term.

7. A seventh implication and one hardly unexpected, involves the level of potentiality for adding strength and quality to the U. S. by the legal immigrants from Mexico. An over all consideration of the barrio Mexican-American and his several generations of poverty, both in Laredo and Mexico, would seem to indicate the not unreasonable view that they were not particularly useful to themselves and to Mexico and conditions did not change in this respect, when they changed countries. It would appear that it is about time the Anglo ceased to maintain the credo on the Statue of Liberty by realizing that, unlike the time from

1886 (when the Statue was erected and the same year in which the Indian Wars ceased, with the capture of Geronomo) until 1929, in contemporary America with its present problem of becoming rapidly overpopulated, those who arrive destitute of employment and social skills; a high degree of well directed energy; and a willingness and capacity for rapid adaptations, are with very, very few exceptions, doomed to remain destitute, plus being so in a foreign land. Just how long can a labor force of 80 million continue to support 210 million, and especially when the ratio between total population and the labor force increasingly continues in favor of total population? This researcher sees a moral question involved in the actions, of what appears to be a highly irresponsible Congress, of the continuation of an immigration policy that is not a highly selective one, with the best interests of the U. S. placed first and those of the people trying to get in, placed second, but with due consideration for their best interest. And this involves asking the question "Is it really reasonable to suggest that just by being in the political confines of the U. S., several thousand poor Latins are necessarily going to be better off or have greater opportunity?" One must be ethnocentric to the point of phobia or sociologically naive to answer in the affirmative, either presently or in the forseeable future. And this researcher can give you every assurance that the American Indian wishes that his ancestors had followed a different and more enlightened policy concerning the early immigrants.

An immigration policy based on enlightened self interest will not necessarily solve any of the immediate problems of poverty in Laredo as the Mexican-American of Laredo may be lacking in many things, but

fertility is not one of them. In fact, they are so prolific that the rabbits have left South Texas in shame. In 1970 the number of births over the number of deaths in Laredo was 2,984. It is predicted that an equally large population gain will be registered in 1971. This is a birth rate of 25 per 1,000 total population as compared to the total U. S. birth rate of 17 per 1,000 total population, to which the local Mexican-American also made their contribution. There is nothing remiss about helping those who are genuinely unable to help themselves but this researcher submits the thesis that there is a difference between being soft hearted and being soft headed.

8. It would appear that implicit in the study is the fact that the barrio environment makes an indelible impact on the content of the psyche of the Mexican-American and thus directly influences him in his psychological and sociological behavior to such a degree, that genuine and in depth adaptation to radically different environments is highly improbable for the female and generally impossible for the male. The coarsness, crudeness, loudness and vulgarity of the barrio invironment, for whatever reasons, constitute no rough gemstone in need of polishing but base material in need of replacement. If pure science and its resultant technology have never yet succeeded in the natural sciences, in turning lead into gold or even silver, then consider how much less chance there is for the inexact behavioral sciences to produce a similar radical change in an essentially unwilling segment of Mexican-American humanity; one that is continually being reinforced through both legal and illegal immigration.

"Meanwhile back at the rancho" the Mexican-American political and pedagogical charlatans continue to hold out prospects to the gullible in Washington and Austin that individual and cultural changes can be effected easily, quickly, and initially, inexpensively "Si, Senor, un poco mas dinero."(Yes, Mister, just a few more dollars).

9. A final major implication is that the LISD Board of Trustees has been sadly remiss in its obligations to the community. In the last ten years it has failed to provide for the student pupulation growth to the extent shown below:

YEAR	TOTAL ENROLLMENT	ELEMENTARY	SECONDARY	CLASS ROOMS	*TEA	**SHORT	FACULTY
1959-60	13,672	8,945	4,727	364	526	162	440
1970-71	19,502	12,210	7,292	577	752	146	865
Increase	5,830	3,265	2,565	213	---	---	425
% Increase	42.64%	36.5%	54.26%	58.51%			96.59%
Average Yearly Increase	3.55%	3.04%	4.52%	4.87%			8.05%

* Number of rooms TEA recommends.
** Number of rooms LISD fails short of TEA recommendation.

RECOMMENDATIONS

Now we come to the part where those whose major research efforts have never extended beyond looking up numbers in a telephone book, seem to always state that the writer whose research they are perusing not only failed to consider this, that and the other but while still leaving something to be desired, is better at defining problems than in prescribing solutions. However that may be, the following will indicate provisions for adequate remedies to a reasonable extent, of the quintessential problem shared by the barrio residents, public school personnel and including, among others not so germaine to this study, the Laredo Mexican-American high school graduate as he strives to insure or increase the autonomy not only implicit in and essential to his comprehension of the ideas gained in school but to his budding sense of self identity, which serves as the genesis for his maturity.

The problem to which I have alluded is: What kind of an environment can be provided for the Mexican-American that permits him to internalize either vicarious or direct experience of those fundamental and structural attributes and characteristics of the American culture to a degree sufficient to foster implicitly and explicitly his transformation into a functional citizen of the U. S.? And this problematic question gives rise to another, "Which Mexican-American?" It is obvious that like all other large groups, they are not all the same. H. T. Manuel in his Spanish Speaking Children of the Southwest states

> "...There are extreme differences between persons "(Mexican-Americans)" within the same group...characterizing a group as "Spanish-speaking" expresses only a "usual" condition to which there are many exceptions, and even "Spanish-speaking" varies in degree.

Although one constantly must be aware of individual differences, it is important too to know group trends, the conditions which are frequently found within a group. This is important for two very practical reasons: first, knowing the conditions which are frequently found in the group alerts the investigator to conditions which may be important in individual diagnosis -- some of the points are known where difficulties are most likely to be found. General group characteristics merely alert one to conditions which may be found in an individual case. Group membership can never be safely depended upon as a basis for understanding a person. Yet such reliance is a common error.

....The process of generalization for the purpose of finding averages and trends is not reversible. The status of an individual cannot safely be inferred from the average or trend of the group. The only way to find the real characteristics of any person is to study him individually."

1. Within the confines of the delimitedly defined institutional responsibilities of the LISD, the initial recommendation correlates with the primary need established by the graduates, i.e., guidance and counseling services commensurate with their individual requirements.

As guidance and counseling services have become established in the schools of the nation and as these services have become more sophisticated in their operation and orientation by increasingly reflecting the complexity and diversity of modern society, there has developed a lag in the university training of counselors. With the exception of an occasionally trained vocational counselor, the university system continues in the production of generalists who in practice, and one could hardly expect otherwise, are not competent in the problematical and situational areas of and counseling techniques in social-personal-emotional information, vocational information, and educational information, plus administrative and interpretative skills in tests and measurements in all of these interdependent aspects of an individual student.

Thus this researcher recommends a guidance and counseling department designed to insure better institutional support for each student by the

employment among other professionals, of two different but mutually supportive types of counselors. One type assigned and qualified to provide services in the areas of vocational and educational information and the other type qualified as a social counselor, assigned to provide services to the student in the school setting and information to the parents in the home setting.

It is visualized that these social counselors will spend a sufficiency of time in the homes of the students to provide an effective liaison between the school and the home and a sufficiency of time with the student to provide information to and human relational support between the student, the home, the school and the community at large. However, it is unlikely that so long as state certification requirements demand that potential counselors must first be certified as classroom teachers, that highly competent specialized counselors will ever be available in adequate numbers. The old cliche that in the transition from teaching to administrative duties the school often loses an excellent teacher in order to gain a poor administrator, applies equally to guidance and counseling personnel. Perhaps it is not asking too much of the public school bureaucracy and the university departments, schools and colleges of education, to suggest that classroom teaching, administration, and guidance and counseling services while not mutually exclusive, most certainly require skills and orientations that should be cataloged, taught and learned as separate undergraduate and graduate majors and state certified as having an independent integrity on that basis, when the authorized requirements have been met. The professional school structure is hierachical in status and legal requirements for certification largely because of institutional habit and the inclination

of school personnel toward regimentation, not because of any signal contribution to the increased welfare of the student, made by those occupying presumed status levels above the classroom teacher. Eventually school personnel will learn that a school is a mutually cooperative system of process formation through learning, not a system of authority; however, that will take, of course, a very long time.

2. It is recommended that the Texas border be closed to the Mexican Nationals, the so called "green card" holders, who have permanent employment in the Border cities and who reside in Mexico. This would provide sufficient employment in Laredo alone, for all of the present number of those U. S. citizens seeking work in Laredo, and would provide a sensible solution to the local situation that the population is increasing faster than new jobs can be created. By continuing the "green card" policy the U. S. government is practicing the rankest kind of discrimination against the Laredo Mexican-American. The Mexican-American is generally neither a lazy person nor one who is habitually unclean and the Anglo penalizes himself by maintaining a policy that denies the Mexican-American employment in his present location.

3. Part II, Appendix A, page 14, statement number 22 says it all, and this researcher concurs in recommending that every Mexican-American male or female, should join some branch of the military service, as soon as they have graduated from high school, for most of them will never have a better opportunity to realize their potential.

4. It is recommended that a majority of the members of the LISD Board of Trustees either meet their responsibilities to the community at large by raising taxes, if need be, so that the minimum number of TEA recommended classrooms and teachers be equaled or remove themselves from the Board.

Their ideas of community service are in no way commensurate with the public schooling requirements of the community.

5. It is recommended that neither English as a Second Language nor bilingual projects be funded by external agencies in geographical areas where the ratio of native Tex-Mex speakers and native English speakers is less than one to one. And it is further recommended that no public money be spent on either ESL or bilingual projects in those schools in which the teachers themselves are not really fluent in either English or standard Spanish.

6. In an attempt to individualize the school environment and thus strengthen the self identity of the Mexican-American student in various roles, it is recommended that within the school

   1) More individual performance sports such as golf, tennis, Archery, etc. be stressed, beginning in the elementary school;

   2) More opportunities be given for extemporaneous speaking, formal individual debate, poetry reading, drama classes, art classes and art contests, small group plays, salesmanship courses, musical solo opportunities, etc., etc.;

   3) More professional attention be given to other modes of school organization such as J. Lloyd Trump's work in individual, small group and large group instruction.

   4) That educational TV be programmed in such a fashion as to appeal to the barrio parents by showing them activities in the school environments in which their own children are participating. And that ETV in English and standard Spanish, to appeal to the Mexican-American barrio preschool child, be also programmed with these objectives: 1) To develop an individual positive self image, 2) to develop conceptualization and cognitive abilities, 3) to particularize perceptual acuity, 4) to foster practice in acoustical processing and visual matching, 5) to create English language usage and skills, 6) to create some familiarity with the typical elementary school classroom environment, 7) to foster an orientation of themselves as an important part of a larger world, 8) to inculcate a

feeling of independence in learning to play with either simple self-constructed toys or toys from a toy-lending library, and 9) to generate the feeling that contrast and difference do not imply inferiority.

7. It is recommended that those teachers and administrators who use their school positions only as a guaranteed salary base while devoting in school and out of school time to private enterprise to the detriment of the well being of the students, be told to shape up or move on.

8. It is recommended that the Texas A&I Branch at Laredo 1) Organize a school or department of Transportation in which a student can major in specialities such as airline, railroad, trucking, ocean shipping, and inland water shipping. Course work in these areas could be given on campus for 8 months each year then arrangements for the student to spend 4 months elsewhere working with commercial companies engaged in transportation in the area of the major interest of the student; 2) Organize a school or department of Communications along similar lines to that recommended in number 1. Unless the Texas A&I Branch at Laredo soon shows some imagination and some connection with the 20th Century, it will become just like its parent campus in Kingsville, i.e., just another dull state supported collection of buildings and people of which there are already too many in the state and nation.

9. It is recommended that those pertinent recommendations contained in The Trauma of the Dropout be implemented. (See Appendix H)

10. It is recommended that all programs for the Mexican-American include two specific objectives. First, that the Mexican-American has the potential to better himself through his own efforts. Second, that these efforts are best expended in acquiring an education or an adaptive set of skills.

11. It is recommended that all public school programs and higher educational projects proposed to the state or federal level agencies for funding, be required to contain not just provisions for, but a relatively complete evaluation design together with the designation of explicit educational auditing procedures and personnel. Especially on the public school level is such provision needed in ESEA Title I programs; the major intent of which is being circumvented largely because at neither the state nor federal level does it appear that anyone is particularly concerned with what is done with Title I funds on the local level.

12. It is recommended that specifically the Science Research Associates DISTAR material be translated into Standard Spanish and that local educational TV programs, coupled with the Title VII Bilingual Project, be implemented. Such an approach might well be expanded by the use of community centers as ETV outlets for participation by kindergarten level children and their parents, and that such centers be staffed with a teacher and a social counselor while such programs are being presented and for discussion purposes afterwards.

It is conceivable that mobile classrooms for pre-school children operating similarly to the community centers would be a distinct advantage. The local education agencies must either enter the barrio directly or be prepared for a long series of failures in the future to match those of the past.

FINIS

The author should like to mention here that this report was predicated on the reality of the situation in Laredo as it appeared to him from two points of view; 1) that presented by the data and 2) that presented by his experiences as a researcher in the behavioral sciences. Neither of these points of view are derogatory in intent nor an expression of ill-will toward anyone. Rather, they express the belief of the researcher that unless all concerned first understand and accept the sociological reality and the content of the psychological processes inherent in the Mexican-American experience, then any attempts to ameliorate that sociological reality will prove disastrous, and those programs designed to reorient that psychological content will result in meaninglessness while the program operational process will be insulting and demeaning. There does not seem to be one single major problem in Laredo that is not more intensive and extensive at present than it was on the day some program to alleviate its effects began; those who fail to plan are planning to fail.

Walt Guy Davis

PART II

APPENDIX A

Following are the verbatim, individually written responses to the question "What in your opinion, is the single most important barrier to success for the typical Mexican American of Laredo?" of 49 principals and teachers of Laredo who were students in the researcher's University of Texas at Austin Graduate extension class in Personality.

1. I think the single most important psychological barrier to success for the typical Mexican American of Laredo is a hold or a restraint that keeps him anchored to his birthplace. It has a sugar coated name - love of family, family closeness, etc. A barrier by any other name would still hold as firmly. I think I can see this barrier objectively because it was partially demolished in my family. I was sixteen years old when I graduated from our local public high school and I was not only allowed but encouraged to attend the University of Texas that fall. (Of course, I came back to Laredo to teach and during World War II declined a commission in the U.S. Navy with prospective assignment in Latin America) My daughter completely razed our local barrier--she graduated from Ursuline Academy and went on to Incarnate Word College in San Antonio. Perhaps she could have chosen a school further from the Rio Grande watershed but she did not return to work in Laredo. She is a social worker with the Texas State Commission for the blind in Galveston. She has an office (and a secretary) at John Sealy Hospital on the University of Texas Medical Branch campus. It is rather hard for me to adjust to my daughter's emancipation but I am very proud that the traditional Mexican American "hold" did not keep my child from deciding or

choosing her life's work.

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2. I think that the single most important psychological barrier of a typical Mexican-American of Laredo is the home. Since early childhood he is made aware that he has an obligation to look after the welfare of the home. He is told not to forget his parents when they are old. Sometimes in some typical situations the young man or young woman is told they can live at home after marriage. They are told all the good points of living at home. First if both have to work, the grandparents are there to care for the children. Second there is no need for them to pay rent, and there will be more money coming in. Thirdly the religious education of the children will be taken over by the grandmother because she has more knowledge of it. The typical Mexican-American has been brain-washed, and all he knows is to come back home. Most Mexican-Americans in Laredo are very close to the Catholic religion because their parents make sure that religion is a basic part of their education. Again since childhood the Mexican-Americans in Laredo would never think of hurting their parents so they made their parents home their home. Another psychological barrier introduced from their parents is that they are more Mexican oriented than American oriented in customs. These are the only good reasons I can think of.

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3. The most important psychological barrier for a typical Mexican-American here in Laredo is that of enculturalizing in his own culture. This business of accomodating instead of assimilating. I think that

for a person to function well in an American culture, one must be willing to lea[illegible] some of the values that the Mexican, that is, our culture brings. One must work to become a better self-actualizing individual, and a Mexican-American can only do this by trying to assimilate into the culture that we are facing each day--American culture. Language is another great problem that Laredoans face. Using the Spanish language will get you by only as far as Laredo. You must be willing to accept the English language. The Mexican-American can't find his self identity and I don't think that he'll find it in the Mexican-American culture, simply because everytime he is out of his home, he is faced with another culture.

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4. I believe that the most important psychological barrier that an American of Mexican ancestry in Laredo faces is the feeling of frustration at realizing that his chances for vocational success are practically nil. The education that Laredo provides for its youngsters is geared to those who are college bound. A youngster who does not plan or desire to go to college finds this type of an education meaningless. Consequently, we have a high rate of dropouts in the city. Since Laredo has few job opportunities to offer these youngsters, a young man is demoralized at the realization that there is nothing worthwhile he can shoot for. He also realizes that because of the cultural pressures of the ethnic group, such as caring for his parents (who are usually poor and unable to care for themselves) he is forced to remain in the city where all he has to look forward to

are his parents, unemployment, and misery, so most of the local school graduates don't do much better than the dropouts.

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5. When I wrote my case-study, my hypothetical case study was about a typical Mexican-American who couldn't achieve success because of a psychological barrier. Here is why I think a typical Mexican-American seldom achieves psychological success. The most important item to be considered is the Laredo culture. Because of it's uniqueness, scientists haven't arrived at solutions as how to help our citizens improve their conditions (both mental-physical, social and psychological etc.) The Mexican-American has ties to his family that are hard to be broken. From early childhood, Spanish to him is more important than English. At school, he can't express himself at an early age so he is blocked of his creativity. As he grows older, he lacks knowledge in both languages. He is unable to master anything that could give him the psychological requirements for better mental health. 1. Feeling of dignity and self worth, 2. Security, 3. Gaining meaning from experience, 4. Love. He seems ignorant and stupid. His potential regresses and he wants to own material things to compensate for lack of psychological success. He leaves Laredo and since he is unskilled all he can accomplish while he is in Michigan or Illinois is to be a welfare case or work as a field hand. He returns to Laredo, Texas because here he can be important to his family and friends--Laredo as a psychological barrier continues from generation to generation. Then if by any good fortune, he should learn a trade and be called to work

in other areas, he refuses because he doesn't want to leave his family (a mother or father, wife or children). This culture (19th century sub-culture) inhibits its individuals--instead of progressing, it regresses. The typical Mexican-American lacks successful psychological requirements because of the old traditions (neither fully Mexican or Spanish) that many individuals feel they must follow. This is the most important psychological barrier. (this is my opinion).

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6. The single most important psychological barrier to success for the typical Mexican-American of Laredo is an inferiority complex. This inferiority complex has been culturally inherited and has been passed on generation after generation. It all stems back to Mexico and the "patron" system. The Spaniards came to Mexico, enslaved the Indians and made them into "peones". The Indians and Mestizos, Indian and Spanish blood, were just given meager substance and they were satisfied with very little. They were happy to have a roof over their heads, a pot of beans and tortillas. When these people immigrated to the U.S. and found jobs with the Anglos, they carried their cultural customs of looking up to the master. In this case the Anglo. The Mexican-American of Laredo has a lot of potentialities but has not been able to develop them due to his so called cultural heritage. His inferiority makes him believe he is afraid of defeat. So rather than to try to get out of Laredo and try out his potential in whatever he knows, he decides to stick around and feel secure among other Mexican-Americans. There are some that have made the change or have been able to overcome this

feeling of inferiority but some have it so well implanted in their minds that it will live with them forever. Laredo serves as a place where they feel secure among their own people that share his own problems and anxieties.

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7. The single most important psychological barrier to success for the typical Mexican-American of Laredo is language barrier. Speaking from experience, I was raised in an environment where Spanish was the primary language. Too many Laredoans prefer to speak Spanish instead of English. There is no need to master English since in Laredo even the Anglos know Spanish. Mexican-Americans have an extremely difficult time communicating. Will not be considered for high paying jobs anywhere other than Laredo and there aren't that many good jobs here.

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8. The single most important psychological barrier to success for the typical Mexican-American of Laredo is contentment with the status quo of his community and family life, and his own personal life. The Mexican-American is content with the community because he fails to grasp his place in its function. As long as things are not going too badly for him, he sees no wrong in the community even if he is unemployed and on welfare.

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9. The single most important psychological barrier to success for the typical Mexican-American of Laredo is the acceptance of things. A philosophy taught by the Catholic church. It matters not how the

cards are stacked, the Anglo culture's philosophy of fighting the situation, of bending circumstances to will, of trying to find other solutions to a situation is one of the reasons the Anglo culture is success-oriented. The Mexican-American's philosophy of "the will of God" is detrimental to his well-being. How does the Mexican-American know it is "the will of God" for him to be poor? Instead, he should fight for an opportunity to have more, for the right to have equal opportunities. If the Mexican-American would stop "accepting" things and be more belligerent and non-accepting of poverty, of situations, of life itself, he would help himself tremendously. But the Catholic Church's philosophy of "it is better to be poor than rich" has helped very few people to wish to attain anything but poverty.

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10. If we take the offspring of a couple in the "barrio" or the one of a migrant couple as a typical Mexican-American in Laredo, I would say that the most important psychological barrier to success is his lack of education. Through education this boy or girl can acquire self-confidence, dignity and desire to reach that measure of success which his or her capability and ambition will enable these persons to attain. Education, I am sure, will help to break the chains to self-pity, helplessness, dependency, a feeling of inferiority that seems to plague the Mexican-American. It helps to combat old beliefs and customs that prevent the Mexican American to blend into the American way of life in this the 20th century.

11. The single most important psychological barrier to success of the Mexican-American of Laredo, I feel, is a lack of dignity and self-worth. I feel that perhaps too many feel threatened by the outside world and this makes them retreat into their shell making each re-currance with uncertainty and caution. There is lack of self-confidence in the Mexican-American, and I feel they need not feel so threatened. They can reach goals like anyone else and may even surprise themselves in their capacities, abilities and achievements which will lead them to psychological success. Some feel that their being a Mexican-American is a hindrance in itself and I say more power. After all you are rasied with the knowledge of two languages and that in itself makes you a step ahead of those with only one. As to culture, well everyone has a culture, and unless you are very prejudiced against anyone who is different, you can be just as worthy. A person doesn't have to be a leader in a great field to have dignity and self-worth; all he needs is trust in himself and believe in what he is doing no matter what the task may be.

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12. On the most important psychological barriers to succeed for the typical Mexican-American of Laredo we can enumerate: a) The lack of ambition b) The resignation to actual situation, c) The religious fatalism d) The independence of men in matrimony, thinking that everything is o.k. for him.

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13. I believe that the single most important psychological barrier to to success for the typical Mexican-American of Laredo is insecurity.

This shows up in many ways. A large portion of the population travel north and work so many months out of the year, but they always return. They find security living in an environment which is familiar to them. They are reluctant to give up their native language for this same reason. Many of them would like change, but their insecurity prevents them from doing much about it. There has been cases where individuals have tried to go against local politics, and have lost their jobs because of this. Some have tried to move away, and have found security in their new environment but many have returned because the way of life is so different they were not comfortable in it. They find security living in an area where the majority are just like themselves.

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14. The single and most important psychological barrier to success for the typical Mexican-American of Laredo is that all he wants is a chance to prove that he can do just as good as any other individual, with proper training if given an even chance he can get ahead, he does not want a "handout," he wants an "opportunity" to show what he can do. If we look back in history when the Spanish conquistadores conquered the Aztecs in Mexico, they held the Indians back. They showed him "La gente buena" (Spaniards), "Los peones" (Indians), "Los de arriba" (Spanish) "Los de abajo" (Indians). It was carried on when the Mexican American came to the United States. He looked up to the Anglo as "el jefe." (the boss). "El sabe mas que yo." (He knows better than I do.) "El patron." If he is to succeed he must erase and eradicate this barrier.

15. In my personal opinion, the most important psychological barrier to success for the typical Mexican-American of Laredo is that he demands his rights without really being able to carry out his responsibilities. He can be just as good a leader and just as responsible as anyone else but he has to have an opportunity for training and education so that he'll be able to carry out his duties. They demand better positions and once they get them they fail--then feel frustrated which only makes them more determined to rebel against people that are presently in authoritative positions. Someone has to show them they can't start at the top, that they have to start from the bottom and then gradually go up. Someone has to show them that just because they can't start at the top they should not sit back and let welfare support them. They have to want to improve themselves. There is no one to blame but themselves if they've refused help. Sometimes they are too proud to accept help but not proud enough not to accept welfare.

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16. The most important psychological barrier to success for the children in Laredo is a lack of understanding of themselves. They don't realize that as human beings they are worth something. No one has told them that they can do it. That they too can do it if they want to. I believe that those of us who have been successful in life should serve as models for them instead of looking down at them, we should encourage and guide them. We should point out to them that there's dignity in the individual and not in the job. Also encourage them to learn about the world outside of Laredo.

17. The most important psychological barrier that thwarts success for the Mexican-American in Laredo is his lack of the English language. He needs to know the language in order to compete and be able to succeed. Some people may not use the language at all times, but they know it. I believe it is just habit to converse in Spanish for some. Others I know use Spanish at times at home to practice it because they use it so little in their day. But for the most part many do not know the English language and use it only when necessary. In Laredo these people hardly ever run into a situation where they have to depend solely on English. So it keeps going that they continue to speak Spanish and use it at school or at work and then almost exclusively at home and with friends. For many Mexican-Americans there is even hardly any hope for learning the English language adequately. Many cannot make correct pronunciations so they are hard to communicate with for lack of even a fair vocabulary. This lack for the English language will continually hold them back if they never learn to understand and be understood in the English language. Psychologically and otherwise they will remain where they are.

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18. The typical Mexican-American of Laredo is tied to his family. Even when he tries to leave, the family makes it very hard by working on his pity and conscience. A lot of the college students return and find it difficult to remain happy here. They wonder, "Well, how did I ever handle it before?" They get out as soon as they can. It is easier for a boy, but a girl has her difficulties. A young lady just does not leave home until she is married! In a round about way I am

trying to tell you that the older generation is holding down the people. My parents' peers are too old to change and that is how they were raised, but they see there is no future in this town, unless you are a member of the old party, and yet they will not let go. Some parents will not send their children to college out of town because they fear they might not come back. They feel they might get abondoned later on for greener fields. The ones that do break the family apron strings and are successful are thought snobby or "creidos" by people they knew here. For the ones that were not able to make it somewhere else, for some reason or another, can always return to the "haven" Laredo, either to work with their father or to sit back and let the government give them a monthly allowance.

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19. The single most important psychological barrier to success for the typical Mexican-American of Laredo is the factor of the close ties and bonds in a family. I'm not saying it's wrong or bad, because I think it's wonderful for a family to try to stay together, but not to the point where it will harm anyone member of the family. The Mexican-American parents of Laredo never want to let their children go. Whether you're twenty or fifty, they still want to keep you at home. Thus some individuals never want to leave home. Their parents have built a refuge for them, they are secure and they don't want to leave. I believe these individuals will never feel any success until they go out of their refuge and try to do something for themselves. Some parents let go a little, and finally give in to letting you go to

college, but these are only a few. These few are the ones that have had some education, or know the value of it. Of course, as soon as you come home, they want you to stay at home. They believe that college has harmed you in your thinking in some way, and they are not receptive to your ideas. I think that these persons that I am talking about are the majority, and I think that the more education the parents have the less this psychological barrier will be seen. Until the parents learn when to guide their children, and when to finally let go of their hand, that will be the time when this psychological barrier will be lifted.

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20. I feel that the single and most important psychological barrier to success for the typical Mexican-American of Laredo is lack of experiences. By this I mean getting out of Laredo, seeing how others live. By not traveling they miss so much. The majority are on poverty level and have no chance of ever getting out of that level if they are not motivated by others. To get out and see for themselves Laredo should be a city of today and not manana. (tomorrow).

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21. "El Machismo" to me is the greatest barrier per se for the typical Laredo male. From the time the Mexican-American child is born he is given all priorities of being endowed with having been born a male. It is assumed of this child that because he is a male he will take care of things himself being that he is going to be a man. If he is the eldest in the family he will soon dropout of school to join his

father in the fields. He is indeed a male and must therefore step alongside daddy's steps and learn to bring a living for himself and start bringing money into the house. As soon as he can afford to, one great summer he comes back from the migrant work with an automobile, spins his wheels, shows off to his girl friends, gets a girl pregnant and falls into the same "rut of life-time poverty" his family is in.

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22. The barrier which I think is the one inhibiting the success of the Latin American in Laredo is the family ties. This keeps a person in many cases from being objective or to have freedom of movement. By this I mean that in Laredo in many cases an individual tries to see the things exactly the same way his or her parents see them, without facing the reality of the change of time and technology. The close family ties also keep a person from moving from one place to another in search of benefits for himself and others. It is for this reason that I advocate any branch of the "service" for any Laredoan. It is in the service where the reality would really be discovered. The potentials and weaknesses are really brought out. The family ties also bring about stronger dependency upon father, mother, son, daughter, sister, brother. Never really knowing that making friends with strangers is the easiest thing in the world if we are willing to meet them half way. (barring exceptions, of course). Family ties also brings about a sense of security which for a lot of people is first.

23. I think that the single most important psychological barrier to success for the typical Mexican-American of Laredo is the fact that they don't trust each other. Without this confidence in his fellow Mexican-Americans he couldn't take a step toward becoming successful because here in Laredo 90% of the population are Mexican-Americans and if you want to succeed you have to trust others around and discuss ideas that might help each other, but since there is no confidence in our neighbors we lock ourselves at home and don't share ideas. This of course sets us back from joining the community and looking for better ways to solve our problems. Also this lack of confidence in himself so he sells himself short. He doesn't believe that he has the abilities to do certain jobs because of this lack of confidence. This of course doesn't allow him to become successful here in Laredo or anywhere else.

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24. Our barrier to success for (are any of us really typical) the typical Mexican-American in Laredo is the inclination to aspire too moderately. The denigrating of his capabilities, and the immature dependency on the church for a sense of values.

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25. The typical Mexican-American of Laredo's biggest barrier is the school system. If there were more highly educated teachers in the schools here in Laredo, there would be no drop outs and less language problems. If the teachers would stimulate and motivate the students into reality to show or guide them to a goal, there would be more students interested

in education. My own opinion is that all teachers be required to minor in psychology to really perceive the feelings of their students, to where they can forget their home problems and concentrate in their education while in the school building. There are so many students with so many problems at home, either broken homes or emotionally involved parents, not enough nutrition to help them get the energy and stimulation, all these problems can be understood by the teacher in order to help the student. The children in Laredo need more stimulation so they can perceive and interpret why they should have an education.

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26. The single most important psychological barrier to success for the typical Mexican-American here in Laredo is language. When our pupils enter the service and return to visit the use-to-be classroom it's like speaking to another person. His English is one of his good natural traits seemingly. I may criticize, having lived most of my youth in Mexico and seeing the same problem there reversed. Our children need to go where they will hear English spoken altogether unless they plan as many do to stay here and speak limitedly. This is only a segment of course. Many of my friends have spoken only English to their children in the home in order to facilitate understanding at school if for no other reason. As the English language is spoken from parent to child, this situation will be relieved as the generations pass but we still have the ever present influx of Mexicans without the English so the problem will remain for maybe longer than I think.

27. I really cannot pin point one psychological barrier for a Mexican-American to succeed here in Laredo because as you know Laredo is 90% Mexican-American and you have successful Mexican-American doctors, lawyers, businessmen, and a Mexican-American Mayor. I can say this about the Mexican-American of Laredo --learn a trade or get as much education as possible. He shouldn't feel superior or inferior, just be an individual that possesses some skill or ability that will help him stay away from welfare offices or other hand-out agencies. Another barrier is breaking the old custom of being with the grand-parents or parents. One old custom that still runs very strong among Mexican-Americans is that when the boy or girl are old enough to work they have to support their parents and sometimes their grand parents. This is one reason many stay here because their parents do not let them leave. This is done obligatory.

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28. Although one of the principles of psychology states that a person's reasons for another person's reaction are really his own and not those of the other person, an idea that is sometimes true but not necessarily al ays true. The most important psychological barrier to success for the typical Mexican-American of Laredo is the first that he is different, not inferior but different. That he is conscious of this difference is obvious and he nor anyone can help it. He is the product of a different culture. Although the difference is mainly psychological. The psychological result is that the ambiguity of this community there is no single most important barrier but the most important barrier is the sum total of other different "differences."

29. I think that the single most important psychological barrier to success for the typical Mexican-American of Laredo is that he is a Mexican-hyphen American. He cannot really identify with one or the other. He does not feel he is an American either. This can easily be seen in the history and cultural enrichment classes in my own school. The kids can no more identify with Benito Juarez than they can with George Washington.

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30. In my opinion, the most important psychological barrier to the success of the Mexican-American in Laredo is the permanent ties to the family. The family unit is important but parents should realize that at a certain point children should be allowed to leave home and make their own fortunes or form their own. Parents claim that they do let their children be on their own, but they fail to mention that they live three blocks from their house. These parents feel that if their children leave town they have failed as parents. So in order to retain their children they make them feel guilty, that they are not fulfilling their obligations as children. They also make the children feel obligated to them by performing for their children favors they don't need. This makes the children even more indebted to the parents. From experience, I can say this is true. I have been wanting to leave Laredo for sometime but husband family ties are that if he left, his parents' world would collapse. Even though he is not the only child in the family, he is the favorite of the family. There isn't enough they can do or buy for him even though we are better off economically.

The day that he fails to visit them, they call the apartment 50 times if necessary to see why he hasn't come over. From your lectures I have been able to see why we haven't left Laredo, but the trouble is my husband hasn't been able to see it. He always has other excuses as to why he doesn't want to leave Laredo. On the other hand, my parents behave quite differently. I can go several days without seeing or talking to them. They don't worry as my husband's parents. I think my situation was different since my mother is Anglo and she did make the transition from Florida to Texas and I guess she wants me to do the same thing.

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31. The single most important barrier to the success for the typical Mexican-American of Laredo to me is that he is too closely attached to his family. I think we all need to be more independent from our families. Most of the students can't think for themselves since they haven't been given a chance to do so. I also think that we are giving them too much with all the federal programs, without giving them a chance to try to do something for themselves. I think they need to do more independent thinking without being restricted to what the teachers and parents want them to think.

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32. If I must determine within the personality context a single most important psychological barrier to success for the Mexican-American of this community the S.P.I.R. (Stimuli-Perception-Interpretation-Response) theory must be applied. The typical Mexican-American of

this community is bound by strong cultural ties. These are so engrained that they are part of the operating whole. Psychologically they are fully functioning within the community, because they see impinging stimuli and interpret within the cultural context. His perspective is so limited that interpretation can only take one avenue. Therefore, the organism operates in a reality that is so closed up that he has no alternatives.

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33. The typical American of Mexican Parents will develop and fit into the American way of life eventually. His success and eventual assimilation into the society will depend more on his reception by the existing American society. If all doors are closed to him because of bigotry and prejudice on the part of American society, then his qualifications will be to no avail for he needs the chance to prove himself. Being a first generation American of Mexican parents, my children are being brought up as Americans with a different philosophy of life. This I believe will mold individuals that can overcome any obstacles placed in their lives. The fact that hardships are endured by the local culture I believe is creating a generation of individuals that will survive in any environment for they will be members of the fittest, most endurable, more stable, most tolerant, and with the strongest family ties in the U.S. A strong family will survive because they are united and even though they may not possess materialistic value many do possess mental balance that will endure after transient America is still battling its personality problems. If the stimulus that affects Americans of Mexican parents is ever changed

perhaps the perception and interpretation by the rest of America will come up with a more favorable response.

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34. The single most important psychological barrier to success for the Mexican American of Laredo is that welfare money is easily obtained. This psychological barrier is harmful to all classes of Mexican-Americans. The wealthy Mexican-American cannot get poeple to work for them because the welfare pays better--the middle class Mexican-American is being bled by taxes to pay for the poor on welfare--This same middle class of Mexican-Americans cannot apply for any of the Federal Aid plans to put their children through college or technical schools. They are beginning to wonder whose side the government is on, and so am I.

Welfare has become very dangerous to the advancement of Laredo because:

(a) The married and unmarried couples continue to have many children, which helps them to obtain more welfare.
(b) The parents have no self pride, dignity, or desire to rise above their present status in life.
(c) The parents use poverty as an excuse to withdraw their children from school. The dropout continues to follow the same pattern as his or her parents, that is early marriage, big families, husband leaves wife--wife goes on welfare.
(d) The political power (city, state, and federal) has been able to stay in office because there has always been people willing to accept welfare for the exchange of votes.
(e) The poor people have never known what it feels like to earn their own living. They are afraid to try making a living on their own. They are afraid of being "cast off" from the political circle. In other words, if you do not do as I say, you will not even have welfare.
(f) Some people are lazy. They do not want a job or to be trained to do a job. They have no self dignity what so ever. They have accepted welfare so long, it has become "a way of life" for them and their families.
(g) The law of not letting people work for what they can get, and still receive welfare, is very harmful because the man has nothing to do with his free time, except to think of sex, drink, use drugs and pool.
(h) Welfare should call for some form of exchange of work for money. This would give the poor some kind of feeling of dignity and self worth. They would feel more secure because they are learning to do something constructive.

35. The psychological barrier that I think is most important to the success of the typical Mexican-American in Laredo is: Selling ones self short of personal accomplishments in life. Many of these people have a true feeling that regardless of how hard they try, they will be no better off than the generation before. "I am stuck here for all my life with the exception of migrant trips." They look to someone else to do the progressive thinking and think of themselves as a second rate person encapable of making good logical decisions that will be meaningful to them and their family. They are like a football team that has never tasted a big victory, each time they play, to take the attitude, "No matter how hard I may try, it will not be good enough." We as teachers play a great role in the pattern of their thinking. The politics of the town also plays a big role here because it sets the tempo for the family which is too closely knit. Religion also plays a great role because it prevents them from having smaller families with better opportunities with the small income they have. Until America decides that the Mexican-American is a first class citizen, it will be very difficult to change this self image.

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36. Enculturation is what I think is the single most important psychological barrier to success for the typical Mexican-American of Laredo. We are stifled by our culture. It is as if Laredo is our mother and few of us escape those binding "apron strings." Not only do we find it hard to let loose, many times we disapprove of those who do. If he is doing so well in Washington, D.C., or Los Angeles, why doesn't he come do as much for Laredo? We have a "mother fixation," and Laredo is a

big mother to escape. This was so evident at the University where I attended where all the Laredo girls roomed together, double dated, and generally "hung around" together all the time. Then they'd completely ignore me because my roommate was from Waterville, Wash., I lived in another dormitory, and I could have cared less to double-date at all. But this does not mean I do not suffer from the same "disease." For when I had a holiday from that same university, where did I go if not home to Laredo? And my parents would have considered me an ingrate had I not returned to Laredo to work upon graduation, to repay them for all they had done for me. If we could divorce ourselves from this culture many of us would be much better off. We would become autonomous, knowing that the success we achieved away from Laredo was our own success and not inherited because we happen to have been born into a "good" family, or a rich family, or a family with good connections politically.

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37. I believe that the psychological barrier to success for the typical Mexican-American is his knowing that getting out of the "Barrio and out of the city and competing in an Anglo society is going to be almost an impossibility. Looking at "mama" and "papa" and brothers and sisters, the small house, the food on the table, the few clothes he has, the bare surroundings at home. Looking at his neighbor and relatives and saying to himself: "They are just as bad off or worse off than we are." At times dreaming that he'll be someone important with plenty of money but going to school and knowing that reality must be faced. Yes, getting out of the "barrio." Many have done it, but

have ended up even worse off. Yet, there is hope for him isn't there? Doesn't the counselor encourage him to finish high school and go to college, don't his teachers tell him he could make better grades if he only tried just a wee harder, don't all of his friends want to attend college? Yes, but it is hard to get out of the barrio-physically and psychologically--some have done it but not too many. Yes, little Gerardo or Jose or Henry might, just might, finish high school--although time is against him--but with "papa" not working and "mama" being sick he must work now, maybe joining the army if he cannot find work in Laredo. Ah! but there is hope. All he, and others like him, have to do is get out, get out, get out, if he can; if only he could.

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38. I feel that the single most important psychological barrier to success is the strong "family ties." The Mexican-American people are very (emotional) excitable and the family institution is an important base in their culture. To feel secure and therefore be a success in a culture a person unconsciously satisfies some or all of the four psychological requirements. They first of all need to feel a sense of "dignity and self worth." Most of the Mexican-Americans seem to be insecure of themselves and have a lack of confidence. I think an example of this would be shown in all the people who at the last minute planned to audit our course. Most of these people are the teachers, etc. in our community. If they are this insecure of themselves then we can imagine how the children feel, especially those in a lower socio-economic class. I realize that my experience in college is very limited to "Anglo-American" schools in the midwest

and east coast but I have never experienced this before. Secondly, I've known that people need physical security. We know that since this is a poverty area most of these people never feel physically secure. From a very young age the children literally fight for survival. Cheating, stealing, etc. prevail in the very young children. Again, I feel I am not perhaps qualified to make this statement because of my limited teaching experience. I have substituted in about seven of Laredo's public schools and I've been aware of these problems. Thirdly, being loved and loving. This area seems to have a need for more"love" (bad statement). The people are "suspicious of each other." We realize that this probably does have to do with our physical security also. The last is making meaning from experience. We would hope that these people would but it is evident that they haven't. Our problem is that many stay here within a twenty mile radius. They don't see what is happening in other areas and how they can profit from the experience of others. Perhaps I have rambled off the track. All these are important enough. Because, sociologically, this is an area of geographic isolation is no reason why the people and mainly family ties should keep the area down. For those who possibly could find psychological success, that being a balance of the personality requirements, they have these strong family pressures to hold them back. The Spanish accent and language could also hinder some people. I hope I have not confused the reader by thinking that I am writing on economic success. I want to stress that all these things I have mentioned affect a person psychologically.

39. The most important psychological barrier to success for the typical Mexican-American of Laredo is the traditional Spanish-Mexican concept of the family. This almost unbreakable attachment to the family poses an almost insurmountable barrier to the Mexican-American who, in order to achieve some measure of economic and educational success in life, must leave the family. (therefore,Laredo) Most Mexican-Americans cannot, or will not, do this. Many who make the attempt find that the psychological ties to the family are too strong, too severe, and therefore give up their struggle for success and come home to welfare.

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40. I believe the single most important psychological barrier here is perception to any given stimulus to the typical Mexican-American. This coupled with distrust, I believe accounts for the many misunderstandings that do arise between the Anglo and the Mexican-American. This however, is not as much evident locally, as Laredo is more or less the melting pot between Mexico and the U.S. compared to the other towns in south Texas even if Laredo is 90% Mexican.

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41. I believe that the single most important psychological barrier to success for the typical Mexican-American of Laredo is definitely poverty. I believe that even though a lot, (if not most of them) of Federal Programs are offered here solely because the city rates as being the poorest in the U.S., a high percentage of the poor people never get anything out of their programs. I know of a lot of boys and girls (high school and Jr. high school kids) who become totally discouraged and drop out of school because they are denied the

opportunity of a part-time job through these programs or elsewhere. These kids have ambitions, and feelings like everyone else, however, they are poverty stricken and actually can't be presentable and feel comfortable like the rest. They cannot count on having loose change in their pockets and get around like the rest. They cannot make immediate decisions concerning money, (and just about everything concerns that) so they become discouraged and so a psychological barrier to success is created and they drop out of school and become either tramps or vagabonds or criminals or who knows? anything but a success.

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42. The single most important psychological barrier to success for the typical Mexican-American of Laredo is to be defined in these words: He mixes fact with fantasy. Laredo lends itself as a psychological haven for those who are either in fear of the external life from Laredo or in need of more individual experience or adventure of a more complex type life style which provides challenge as well as profitable gains maturely and with more positive economic opportunities. With relation to the student society I would say that they are the victims of a set life pattern brought forth or injected into them by their parents. The security found in this town, the unavoidable freedom from strict control of the law because the law, and I know a number of such, are very much fixed with fantasy themselves. The existing cliques either in the government or scholastic spheres, are the governing type which, though themselves victims psychologically of the same cylce of life span, while apparently denouncing change,

will mold this city into its own oblivion. The factors of organization, reaction to criticism, research into areas which need improvement (schools for one) and the self-analyzation of their job demands according to standard operating procedures are all very well left out without proper attention. But things flow into a need for improvement and like an example given, they are thoroughly discussed in language superiority that some know not what is meant but the other attending members remit themselves to ideas that the language used is in no way alleviating the existing problems. Laredo brings the psychological barrier upon itself, by themselves, in the sense of their response and involvement in community operation. This barrier is of course, the product of past years of a governing process and social attitude which is the denouncement of new ideals, betterment of self-governing structures and variables sought to exhibit and obtain the expansion of the city and respective scholastic mediums providing all concerned with a more up-to-date, realistic intrinsic method of organization and operation. The barrier is placed to the young who are unable to modify this situation. The youth respond accordingly. There is no means to alter such. The cycle continues and that's the oblivion I referred to. The success then lies in the adventurous, more independent citizen which seek his haven somewhere else where this psychological dependency of security and grinding poverty of opportunity do not exist.

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43. If I had to ascertain the single most important psychological barrier to success of the typical? (is there such a thing as Typical

American of New York City, European of Paris, France, or Japanese of Tokyo?) Mexican-American of Laredo I would say that it is acceptance and resignation of life, destiny and what God hath wrought An American peace corp worker suffered culture shock in Peru because a mother of a recently born child aware that the bus passing by could take her moribund child to the doctor. He valued one human life greatly. The Peruvian mother however, could not have such a value for one human life because 6 out of 10 children die before age two. She would probably go insane. So what if the child died? He would go to heaven and live gloriously, without pain and sorrow. "Asi sea" or "por Dios sea," or acceptance of "god's" will enable people of Latin American and of Latin American descent to live daily life and endure hardship. The above is a hypothetical answer because I don't believe that such a thing as a typical Laredoan of Mexican-American descent exists.

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44. To my opinion the single most important psychological barrier to success for the typical Mexican-American at Laredo is fear. It begins in the classroom for many youngsters. The six year old is afraid first of all of the teacher; he is afraid because he doesn't know. The teacher has to build his esteem and provide the kind of environment that will eventually give him a sense of worth. If he starts like this it becomes a cycle that continues until he reaches manhood. Due to his fear hidden or otherwise, his emotions play havoc in him and builds defense mechanisms to save himself by doing nothing.

45. Probably the most significant psychological barrier to success for the typical Mexican-American in Laredo is the lack of fulfillment of the psychological requirement of dignity and self worth. Virtually nowhere in his environment is he given the opportunity to feel that he is someone important; in school everything possible is done to deprive him of his dignity; out of school he considers status symbol like a new car, etc. as the most feasible means of achieving self-worth. Finally by the time he reaches adulthood, the belief that he's no good has been confirmed by most of his experiences for the past twenty or so years, he adapts to the Laredo environment, thereby eliminating the possibility of transcending the barrier to success for him.

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46. The single most important psychological barrier to success for the typical Mexican-American of Laredo is his lack of feeling of dignity and self worth. They would like to be somebody but we culturally poor have no imagination for identifying with a successful future. There is very little which is within immediate reach for them.

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47. I don't feel there is a "typical" Mexican-American in Laredo. The great majority of the people of Laredo are Mexican-American but they are not alike. I don't consider myself a "typical" Mexican-American. Yet, I am an American of Spanish extraction. What I say here excludes me. I have always believed that the average Mexican-American who wants to succeed can do so if he has the determination. Besides getting as much schooling as he possibly can, he must consider himself

worth, learn the language of the United States of America, forget about prejudices and discrimination, and go out and prove himself. But what does he do? He clings to the culture of his origin with tenacity and refuses to beome bi-cultural, to become truly American.

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48. It is my opinion that the psychological barrier to success for the typical Mexican-American is defeatism. This I base on the attitude or lack of confidence that an individual has in himself. Many Mexican-Americans have been raised within a culture which has a custom to look up to the "master" (Patron). History tells us that the Spaniards conquered the Mexican Indians and that these were subjugated for so many years that what ever off-spring was born from a union, he had no other choice but to follow the same behavior, the same footsteps of his parents. He immediately became a peon just like his parents with no future whatsoever. The only thing to do was work for the "Patron" and make just enough to barely subsist. People that have immigrated into the U.S. (Laredo), I believe are mestizos or his descendants are both Spanish and Indian. It has been instilled in these people that the "Anglo" is the master and he, the Mexican-American is the Peon. It has been going on for so long that this so called cultural heritage has ruined the potentialities of many Mexican-Americans. He wants to succeed, yet he is afraid of failure within his own group. If he fails, those from his group will bring it up to his attention. "We told you so. What are you trying to prove? That you are better than us?" If he succeeds, he more likely will be looked upon as

an outcast. He has become "Anglicized."

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49. The single most important psychological barrier to the success of the Mexican-American of Laredo is the Mexican-American himself. I believe this is true because being one myself I know how the "chicano" thinks. We must take into consideration his culture, religion, race and psychological whole. The "Chicano" has a "fatalistic philosophy" which many times in the eyes of the Anglos make him look as if lacking ambition and even lethargic. The "chicano" lives the "poverty culture" he resigns, resolves himself to this condition because, esto es lo que Dios manda, it is God's will--que sera, sera, etc., he feels he must take these mental, economic or physical traumas as they come without reneging "carry your cross" etc. This, of course, is not necessarily true of all chicanos but of those who are resolved that it is impossible to extirpate themselves from their economic chaos. Another important facet is the lack of desire, opportunity to see at first hand observation the "American mainstream of life." Not knowing any better they remain content in their stagnated economic life generation upon generation. Another facet is the familial outlook on life. Togetherness carried to the extreme or "nth" degree. Needless to say the language communication barrier is a big one, an almost unsurmountable hurdle. Their desire to continue speaking, living Espanol is as strong as almost any other single trait of our heritage. In my experienced opinion "This is it."

APPENDIX B

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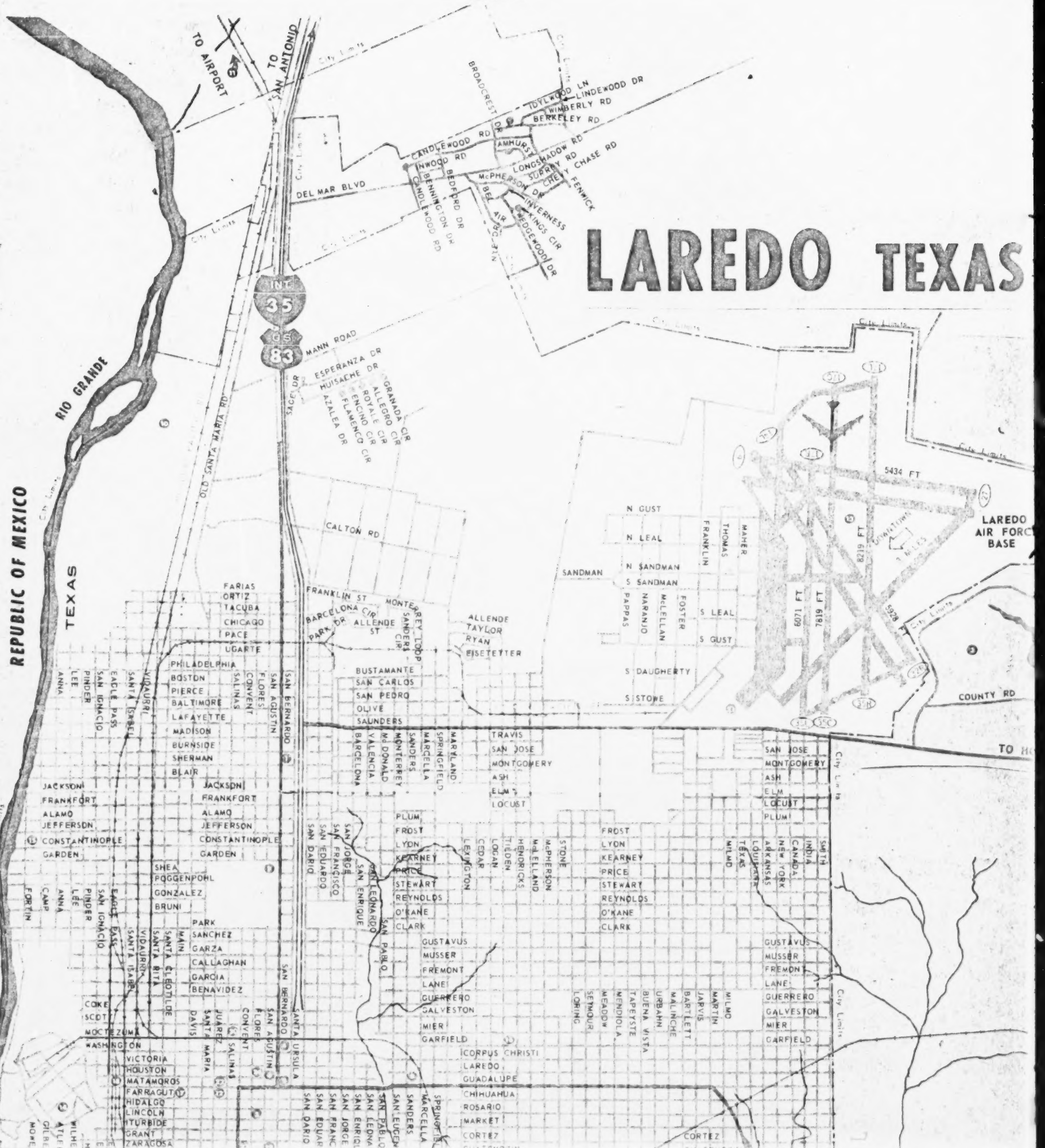
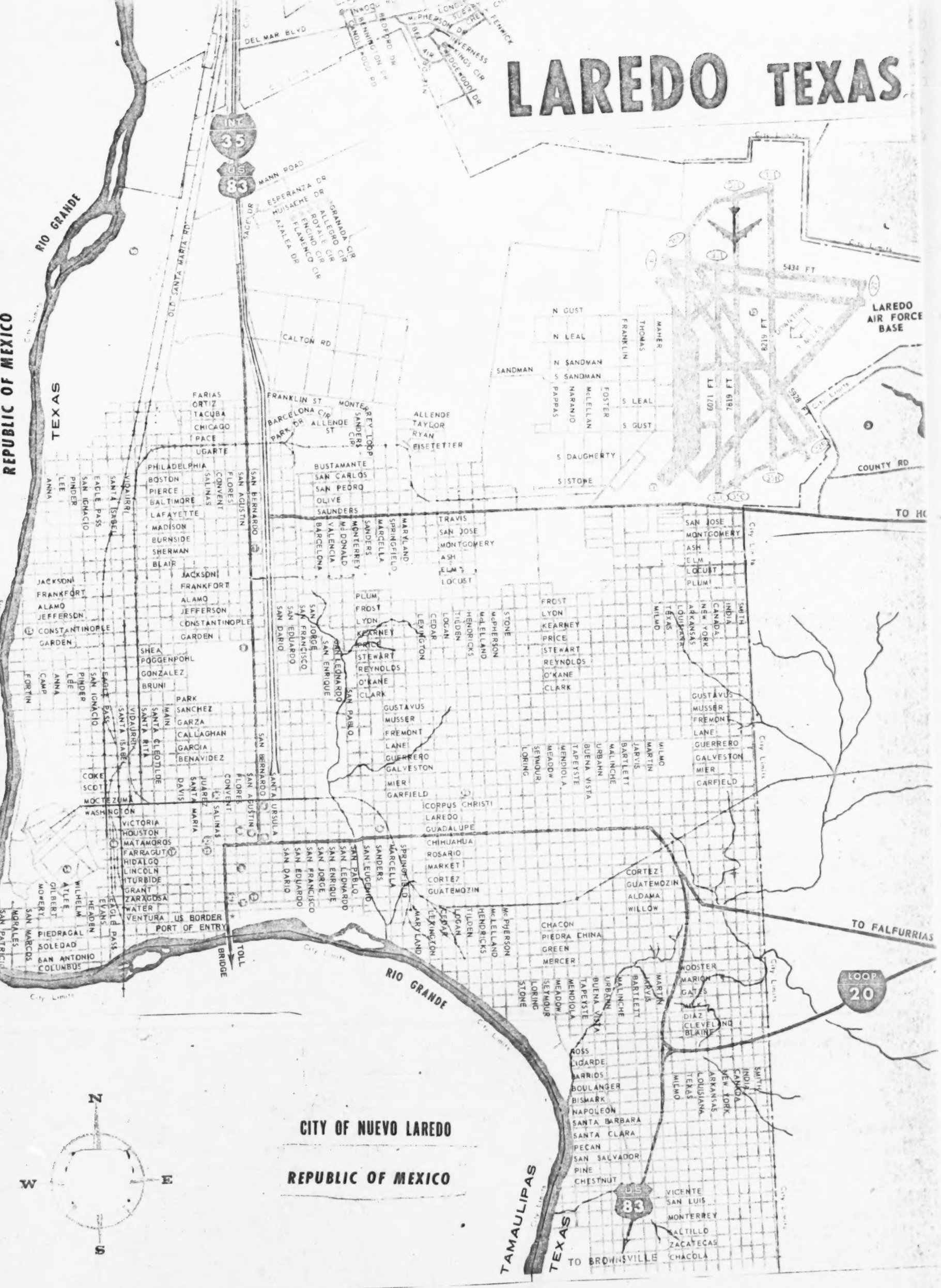
LAREDO TEXAS



LAREDO TEXAS



APPENDIX C

FEDERAL PROJECTS
Title III
1618 Houston
Laredo, Texas 78040

Dear Class Member:

The Federal Projects program designated as ESEA Title III is attempting to gather information from the high school graduates of the classes of 1965 and 1969. Our purpose in asking for your cooperation and opinions is to improve the total school environment.

While it is realized that such improvement of the schools as may result from this information will not directly benefit you, your help can insure a better education for others younger than yourself.

You will note several pages of the enclosed form are missing. The reason is that your family supplied us with the factual information asked for on the missing pages. However, in the crucial areas of opinion we preferred your own words.

Please complete the enclosed and Return it to us in the enclosed envelope. Thank you.

Sincerely,

W. Craig Davidson

APPENDIX D

FEDERAL PROJECTS
TITLE III
Laredo Independent School District

FOLLOW-UP STUDY QUESTIONNAIRE

1. Name _____ _____ _____
Last First Initial

2. Sex: Male_____ Female_____

3. Permanent Address: _____
Street or P.O. Box, Rural Route & Box

City or Post Office: _____

State: _____

4. a. Current Address: Same as above? Yes____ No____

b. If No, _____ _____ _____
Street or P.O. Box City or Post Office State

5. Birth Date: _____ _____ _____
Month Day Year

Interview Guide

Subject:
Interviewer:
Date:

6. Parent's Family

   a. Your position in family (e.g. 1st eldest, 5th eldest)_____

   b. Number of older brothers_____

   c. Number of older sisters_____

   d. Number of younger brothers_____

   e. Number of younger sisters_____

   f. Eldest child was boy_____girl_____

7. Marriage

   a. Are you single, married, separated, widowed, or divorced?_____

   b. Number of children for whom you are providing support?_____

   When were you first married?

   1) Before graduating from high school? Month_____Year____

   2) After high school graduation? Month_____Year____

   3) During post high school training? Month_____Year____

   4) After completion of post high training? Month_____Year____

   5) Did marriage affect your plans for employment or post high school training?

      Yes_____ No_____

   6) If yes: In what way?

8. Present Employment

   a. Present Occupation _____

   b. Industry _____

9. Present Employment

Last week were you:

a. Working for pay or profit?_____

b. Doing unpaid family work on farm, around home, or in business?

c. Looking for work?_____

d. Had job or business, but did not work because of illness, bad weather, labor dispute, or temporary layoff of not more than 30 days (Specify)_____

e. Keeping house?_____

f. Going to school?_____

g Permanently unable to work?_____

h. Voluntarily idle?_____

i. Other main activity? (Specify)_____

j. Do you plan to change your general line of work with the next year?

a. Yes_____ b) NO_____ c) Don't Know_____

k. Exactly what occupation do you plan to go into?

l. How did you happen to decide on that occupation?

m. If you were to start over after high school, would you choose to follow the same course of action in regard to training and/or employment?

Yes_____ No _____

n. Why?

10. Education of Parents

What was the highest level of education completed by your father? (Circle the appropriate grade level)

a. Grade

1 2 3 4 5 6 7 8 9 10 11 12

b. University or College Training (Circle the number of years)

1 2 3 4 Post Graduate: 1 2 3 4

c. Did your father take any vocational technical, apprenticeship, or other training? Specify type and degree of training:

11. What was the highest level of education completed by your mother? (Circle the appropriate grade level)

a. Grade

1 2 3 4 5 6 7 8 9 10 11 12

b. University or College Training (Circle the number of years)

1 2 3 4 Post Graduate: 1 2 3 4

c. Did your mother take any vocational, technical, or other training? Specify type and degree of training:

12. Occupation of Parents

a. What was the main occupation of your father, if alive and not separated from family, at the time of your high school graduation?

_____ _____ _____
Occupation Full-time Part-time

b. If father deceased or separated from family prior to your graduation, his occupation and your grade at that time:

_____ _____
Occupation Grade

Occupation of Parents (Continued)

c. What was your mother's main occupation at the time of your high school graduation?

1) Full-time homemaker_____

2) Other occupation (Specify)_____

d. If mother deseased or separated from family prior to your graduation, her occupation and your grade at that time:

_____ _____
Occupation Grade

Encouragement to Continue Education

The interviewer should encourage the respondent to name at least one person who most encouraged him (her) to continue formal education or training.

13. Encouragement to continue education beyond high school was received from:

	Most	Some	Little or None
a. Parents and immediate family	____	____	_____
b. Relatives	____	____	_____
c. Friends	____	____	_____
d. Wife or husband	____	____	_____
e. Teacher (s)	____	____	_____
f. Counselor (s)	____	____	_____
g. Education Specialist	____	____	_____
h. Administrator (s)	____	____	_____
i. Other (specify)	____	____	_____

Encouragement to Continue Education (Continued)

14. In your opinion, the advice and encouragement received from that one you indicated in number 13 was most:

Realistic (In accord with what you believed to be your capabilities and desires)		Effective (Did the advice influence your decision?)	
a.	Excellent _____	a.	Helped a great deal _____
b.	Good _____	b.	Was useful _____
c.	Fair _____	c.	Was of some use _____
d.	Poor _____	d.	Was of little use _____
e.	Very poor _____	e.	Was of no use _____

15. Your favorite subject in high school was:

a. English _____

b. Social studies _____

c. Mathematics _____

d. Science _____

e. Shop or home Economics _____

f. Business Education (Typing, secretarial, etc.) _____

g. Other (Specify) _____

16. Did you participate in interscholastic athletics? Yes_____ No_____

a. Number of years involved in high school athletics? 1 2 3 4

b. Were you active in high school social activities? Yes_____ No____

c. List the three activities in which you were most active in high school:

1) _____

2) _____

3) _____

d. Which was your favorite high school activity _____

Encouragement to Continue Education (Continued)

17. Did you ever repeat any grade or subjects in high school?

a. Yes_____ No_____

b. If Yes: Which grade or subjects?

Subject or Grade	Year

18. Did repeating the grade or subject affect your desire or plans for continuing your education beyond high school?

a. Yes_____ No_____

b. If Yes: How?

19. a. If you could, what things would you change in the high school you attended?

b. Which of the things that you would change, do you consider the most important?

c. In your opinion, what things did your high school do best for you?

20. Post High School

Further training:

a. Public technical-vocational school _____
Type of Training

_____ _____ _____ _____ _____ _____ _____
School City State Month Year to Month Year

b. Private technical-vocational school (e.g. business school) _____
Type of Training

_____ _____ _____ _____ _____ _____ _____
School City State Month Year to Month Year

c. Federal technical-vocational school _____
Type of Training

_____ _____ _____ _____ _____ _____ _____
School City State Month Year to Month Year

d. University-College _____
Type of Training

_____ _____ _____ _____ _____ _____ _____
School City State Month Year to Month Year

e. Junior College _____
Type of Training

_____ _____ _____ _____ _____ _____ _____
School City State Month Year to Month Year

f. Correspondence Instruction _____
Type of Training

_____ _____ _____ _____ _____ _____ _____
School City State Month Year to Month Year

21. Post High School (Continued)

Financial Assistance:

a. _____ _____
Amount Obtained From

b. _____ _____
Amount Obtained From

c. _____ _____
Amount Obtained From

d. _____ _____
Amount Obtained From

e. _____ _____
Amount Obtained From

22. a. Discontinued training before completion? Yes_____ No_____

How Long? _____

b. Returned to training: Same_____ Different? (Specify)_____

_____ After how long?_____

23. Employment after post high school training:

a. _____ _____
Type of Job Industry

_____ _____
City State Month Year to Month Year

b. _____ _____
Type of Job Industry

_____ _____
City State Month Year to Month Year

c. _____ _____
Type of Job Industry

_____ _____
City State Month Year to Month Year

d. _____ _____
Type of Job Industry

_____ _____
City State Month Year to Month Year

24. Out of work after completing or discontinuing training:
(include short-term seasonal and casual work)

_____ _____
City State Month Year to Month Year

Post High School (Continued)

25. Were you aware, in high school, of the opportunities open to you for future training?

a. Had a great deal of information _____

b. Had quite a bit of information _____

c. Had adequate information _____

d. Had some information

e. Had little or no information

What were your prime sources of information?

f. Counselors _____

g. Teachers _____

h. Education Specialist _____

i. Parents _____

j. Other students _____

k. Other (Specify) _____

26. Were you aware, in high school, of the employment opportunities available to you after graduation?

a. Had a great deal of information _____

b. Had quite a bit of information _____

c. Had adequate information _____

d. Had some information _____

e. Had little or no information _____

What were your prime sources of information?

f. Counselors _____

g. Teachers _____

h. Employment or relocation officer _____

i. Parents _____

j. Other students _____

k. Other (Specify) _____

27. Post High School Training

a. Why did you select this particular training?

b. OR: Why did you decide not to go on to further training?

(Go from here to next category--
page 12, #28: Post High School Employment)

c. Did you discontinue further training before the completion of your program?

Yes_____ No_____

d. If yes: Why?

e. Did you return to further training after discontinuing a program?

Yes_____ No_____

f. If Yes: Why?

g. If you returned to training after discontinuing a program, did you return to a different program than the original?

Yes_____ No_____

h. If Yes: Why?

Post High School Training (Continued)

i. Did you change training programs without discontinuing further training?

Yes_____ No_____

j. If Yes: Why?

k. Was your initial employment after training directly related to your training program?

Yes_____ No_____

l. If No: Why was such employment sought and/or accepted?

Post High School Training (Continued)

m. Were you out of work (more than 30 days) after completing or discontinuing training?

Yes_____ No_____

n. If Yes: Why, in your opinion, were you out of work?

28. Post High School Employment (Ask only those who did not go on to post high school training in the fall of the graduating year.)

a. What employment did you accept immediately after high school graduation?

b. Why did you choose this particular employment?

Post High School Employment (Continued)

c. Have you changed employment since? Yes____ No_____

d. If Yes: Why?

e. Are you self-employed? Yes_____ No_____

f. If Yes: Why did you choose this course of action over others?

g. Were you out of work (more than 30 days) following high school graduation?

h. If Yes: Why, in your opinion, were you out of work?

29. Native Language

a. Do you speak your ethnic language?

b. Very well _____

c. Somewhat _____

d. Not at all _____

e. If the interviewee does or does not speak his (her) ethnic language:

Do you feel it is important to speak your ethnic language?

Yes_____ No_____

f. Why?

g. Was your ethnic language spoken in your home?

h. All the time _____

i. More often than another language _____

j. About half the time _____

k. Less often than another lanugage _____

l. Never _____

30. Achievement

a. You graduated from high school. Why, in your opinion, did some of your friends or classmates not graduate?

b. What group did you mainly hang around with in high school? (The intent of this probe is to find out if the interviewee associated with those most nearly like himself: location of residence, income, etc.)

c. Did you use drugs in high school?

1. Never _____
2. Occasionally _____
3. Regularly _____

d. Which drug mainly _____

Achievement (Continued)

How did the group you associated with affect your:

c. Educational achievement?

e. Educational plans?

f. Attitude of others (teachers and students) toward you?

g. Was the high school curriculum adequate insofar as providing you with an opportunity to better yourself after graduation?

h. What changes would you recommend be made in the high school curriculum?

Achievement (Continued)

f. Did you ever experience prejudice while you were in high school? (Ask and note interviewee's definition of prejudice and/or illustration of prejudice.)

g. (If Yes): Did it affect your educational plans?

h. Do you consider yourself a "success"? (by whatever definition the interviewee wishes to use. Ask and note interviewee's definition of success and/or illustration of success.)

INTERVIEWER: FILL OUT IMMEDIATELY AFTER COMPLETING INTERVIEW (After leaving home)

LENGTH OF INTERVIEW: From _____ AM/PM Hours_____ Mins.____

A. Interview conducted in (Cirlce one)

Comments:_____

_____

_____

_____

- English 1
- Mostly English 2
- Spanish 3
- Mostly Spanish 4
- Pidgin 5

B. Attitude during interview:
(Circle all that apply)

_____

- Passive 1
- Suspicious 2
- Belligerent 3
- Cooperative 4
- Other (SPECIFY) 8

C. Who was present besides respondent?
(Circle all that apply)

Comments: (How long present? Did it affect respondent's answers?)

_____

_____

_____

- Spouse 1
- Other adults 2
- Children 3

D. Condition of interview:

Comments: _____

_____

_____

- Quite 1
- Noisy 2
- Sometimes quiet and sometimes noisy 3

E. Where was the interview conducted?

- Living room 1
- Dining room (kitchen) 2
- Other (SPECIFY) 8

F. Condition of furniture:

Comments:_____

_____

_____

_____

Good home furnishings, including luxury items 1

Generally well furnished; all the comforts and necessities . . 2

Furnishings of lesser value . . . 3

Scantily furnished (old or cheap) only bare necessities 4

INTERVIEWER COMMENTS (Cont'd)

G. Condition of dwelling:

Comments:_____

_____

_____

Sound 1

Deteriorated 2

Dilapidated 3

H. ANY OTHER COMMENTS OR INSIGHTS ABOUT THE INTERVIEW:_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Consent to Questionnaire, psychological tests etc. at school.

APPENDIX E

PRE AUDIT REPORT

of the

EDUCATIONAL ACCOMPLISHMENT AUDIT

for

TITLE VII BILINGUAL ELEMENTARY EDUCATION PROJECT

FEDERAL PROJECTS, LISD, LAREDO, TEXAS

on

JANUARY 14, 1971

by

(Name of Auditor and his University Affiliation Deleted)

This report is predicated on the requirements for such reports as set forth by an OE letter dated January 6, 1971, to wit: "This critique should address itself to the crucial issues which, in the auditor's view, need to be resolved before the evaluation design can be regarded as an appropriate plan for assessing the project." This statement of direction presumes, of course, that an evaluation design has been prepared and implemented for and by the project under consideration and that the major function of the auditor at this point, is to assess the appropriateness of the evaluation design. Such, however, is not the case.

Thus, instead of a pre-audit report addressing itself to an existing evaluation design, this report will concern itself with an assessment and verification of the attempts on the part of the project director and others to bring an evaluation design into being.

It was not until late August of 1970, that the project director was able to obtain the services of a person willing to undertake the preparation of the evaluation design. This person had a general background sufficient for such endeavor but possessed no specific

experience for coping with behavioral objectives, process objectives, etc. However, she began as best she and the project director could to prepare a design based on OE requirements as set forth in numerous documents and enunciated at several conferences.

The project director in appraising the efforts of the newly employed evaluator realized that additional aid was needed. A person experienced in the writing of behavioral objectives and evaluation design was then employed as a consultant to the project. This resource person has spent considerable time and extended no small amount of personal consideration and professional effort in attempting to bring an evaluation design into being. And the effort was bearing fruit when the entire administrative offices of the project, at the direction of higher administrative authority, was moved some 3 miles to the unpartitioned attic of a three story building recently leased by the LISD. The attic lacks adequate heating, lighting, and individual offices. Thus, the construction of the evaluation design was brought to a temporary halt.

Based on the recommendation of the consultant, the project director began a search for a person well qualified in the field of tests and measurements, to aid the evaluator in her work. This search ended only on January 11, 1971 with the parttime employment of an individual so qualified, and there is evidence that the design will be completed in the relatively near future.

At present the design has been formulated for grades one, two and three, based on the Miami Linguistic Series. The design appears to be soundly constructed in detail and thoroughly comprehensive overall.

From considerable discussion with the project director and the evaluator there is reason to believe that the as yet uncompleted areas of the design will be equally as well done.

From extensive observation of operating program activities; from interviews with parents, teachers, students and staff members; from sampling procedures throughout the files in the office, of teacher made tests and rating scales; from examinations of teacher classroom preparation, materials selection and development; and from data of pupil achievement, this auditor is of the definite professional opinion that the program is beginning to fulfill the educational needs of the majority of the children in the project, through the attainment by them of many important product performance objectives. Further, while there has not as yet been too much of an objective type evaluation made of the performance objectives of the operational process, the very fact of having reached some of the program objectives in the area of product level of achievement indicates that much exemplary, innovative and creative teaching and staff work has been done even though not stated in specific terms in an evaluation design.

The writer would like to take this opportunity to share with you several thoughts that occurred to him during his on-site visits to this project.

From evidence at hand, it would seem that throughout the United States performance objectives are written rather consistently similar as are the standardized tests used to measure them. Such procedures assume a national cultural homogeneity that may exist elsewhere, but

if so, it is entirely at variance with the cultural characteristics of Laredo.

By way of illustration, in no other large scale area of the United States is the predominate language other than English. However, beginning at Laredo, for 150 miles to the north, 200 miles to the east and as far as one cares to travel on land, to the south and west, a minimum of 92% of the population speak Spanish as their first language. This places an enormous burden on a bilingual program inasmuch as the elementary student has no English speaking peer group with which to play and, further, no English speaking adults to emulate outside the immediate school enviornment. English then becomes an academic exercise, and it is to the credit of the present Title VII Project that it has not only been able to make a serious and genuine start toward creating a truly bi-lingual child but has managed to convey to the parents of the children in the program, the very real importance of helping the child to learn English by supporting his efforts to speak English at every opportunity. This is no small achievement; this bringing about a change in a well established home cultural pattern.

Thus, these people are as culturally land-locked as the Appalachia region was 50 years ago. And for the youth the present and future appear barren indeed. Geared to expectations based on their Spanish Language TV experiences of living elsewhere, these young people find themselves not only incarcerated by geography and culture but by the fact that for all practical purposes they

can neither understand what they see and hear nor ask questions of modern 20th Century America. Thus bilingual elementary education virtually becomes for them the skyway up and out of the border area.

Staffing has been and will continue to be, an almost insurmountable problem for the project director. Laredo is not possessed of the metropolitan characteristics that serve as an attraction to highly competent persons, with a diversity of skills and experiences; adequate housing is at a minimum; salaries are generally low; it is geographically isolated; mercantile establishments cater to the more numerous customers from Mexico; services easily obtainable in other cities of like size are difficult if not impossible to obtain; the general population is possessed of the insider vs outsider syndrome, and other than the Del Mar suburb five miles to the north (a suburb with 33% native Spanish speaking students and some 67% native English speaking students, the latter largely from the air base), an Anglo family moving into Laredo places any school age children in the family at a tremendous disadvantage. To reiterate, this writer is not discussing the usual city ghetto surrounded by the well to do. He is portraying the social reality of an area of 80,000 population surrounded by 150 miles of semi-arid land, where less than 300 property owners pay over 60% of the taxes; where 62.3% of the families have an income of less than $3,600.00 per year; where the unemployment rate is 13.9%, and rarely drops below 8%; and where Spanish is spoken to such an extent that speeches made in

the public square on holidays by invited English speaking persons, are translated into Spanish by an interpreter so the audience will know what was said. Under these circumstances it requires a great deal of courage to even imagine a successful bilingual program.

APPENDIX F

Laredo Independent School District

FEDERAL PROJECTS
1618 HOUSTON ST. RA 2-6366
LAREDO, TEXAS 78040

TO: Title VII Director

FROM: Asst. Supt.
and Coordinator of Federal Projects

SUBJECT: PRE-AUDIT REPORT

DATE: January 20, 1971

Let me first state that I am not really aware as to exactly what kind of information should be included in your pre-audit report; and, as such, I am at this point unable to say whether or not the draft that you have prepared complies with whatever regulations exist regarding this matter.

I will, however, state that the report, as written, is completely unacceptable to me for many reasons. On first reading, it appears to be a condemnation of everything that exists in Laredo and the surrounding area. Remarks such as "Laredo is not possessed of the metropolitan characteristics that serve as an attraction to highly competent persons, with a diversity of skills and experiences," "services easily attainable in other cities of like size are difficult if not impossible to obtain," "the general population is possessed of the insider vs. outsider syndrome," "where Spanish is spoken to such an extent that speeches made in the public square on holidays by invited English-speaking persons are translated into Spanish by an interpreter so the audience will know what was said," that the people in this area are "as culturally land-locked as the Appalachia region was 50 years ago," "for the youth the present and future appear barren," and other such remarks are prejudicial statements which are based on one person's opinion.

To put it bluntly, the statements above and many others which I will not even take the time to quote, are, in my opinion, pure hog wash.

I would hope that our time, efforts, and money be put to better use than what is apparently the case in this pre-audit report.

The report, as I stated previously, is entirely unacceptable and will not be released as is. Furthermore, in the future, ascertain exactly what your consultants' roles are and see to it that they do not become involved in administrative decisions as was done on page two of the report that questions and criticizes the decision to move the Title VII offices to their present location.

cc: Mr.
Mr.

8 B The Laredo Times Monday, July 5, 1971

'Catch-Up' Begins Third Year Fighting Dropouts

Special To The Times

ZAPATA — The third year of Project Catch-Up will start in Zapata Independent School District in September with a budget of $115,000.

This five-year pilot project in bilingual education is sponsored by the U. S. Office of Education.

A MAJORITY of the residents of Zapata County speak Spanish in their homes. The project goal is to reduce the number of student failures and dropouts through more effective language training.

Supt. Antonio Molina said, "Bilingual education means instruction in two languages for better preparation for life's experiences. It includes developing vocabulary for self-expression, changing attitudes, comprehending concepts and ideas of others, acquiring reading, writing and math skills, improving behavioral patterns, strengthening self-image and becoming functional in both English and Spanish."

He said there is a special need for bilingual education in Zapata County. A few years ago, many youngsters had to stay in a grade more than one year. There were lots of dropouts before graduation. Many pupils dropped out as early as junior high school years.

SCHOOL administrators held conferences with Texas Education Agency consultants. Surveys of the educational needs of the county were made.

It was decided education of small children in their dominant Spanish language, until they developed understanding of English, would result in a general upgrading of achievement levels.

Supt. Molina and Valentin Medina, school district supervisor, prepared a proposal which was submitted to the U. S. Office of Education in March, 1969.

THE PROPOSAL was titled Project Catch-Up.

After revision, it was adopted in May, 1969 with a grant of $46,000 for the first year. The Office of Education announced the pilot project would last five years.

Thirteen classes with 322 pupils, from kindergarten through the second grade, participated in the project the first year.

AFTER MUCH in-service training, research and experimentation, the project produced satisfactory results. Texas Education Agency evaluators were impressed with the favorable changes in student attitudes toward learning.

Medina and his assistant director, Francisco J. Rodriguez, prepared the second-year proposal. It was revised and approved in August, 1970 for a federal grant of $93,000.

Twenty-one classes with 403 students were involved in the second year.

FOR THE THIRD year, a $115,000 grant has been approved. Twenty-five classes with 530 students will participate.

Victor Cruz Aedo, a former United School District supervisor, who is now with Texas Education Agency, was a consultant to Zapata teachers as plans for the coming year were formulated.

TEA recommended a fulltime project director and an evaluator should be hired.

Numerous applicants were interviewed.

FRANCISCO J. Rodriguez, who had been assistant director two years, was named director. Miss Grace Gutierrez, who has taught 10 years in Zapata, was named evaluator.

She will supervise testing in English and Spanish, observe classroom practices and organize conferences for teachers.

Roberto Montes, another veteran Zapata teacher, was named curriculum writer specialist.

He will prepare courses of study for kindergarten through the fourth grade.

TWO SECRETARIES will be hired for 11 months each. Fourteen teacher aides will be employed.

More student involvement and better performance in the classrooms by students are cited as the main achievements of the program by teachers.

Many parents have reported their children, who attended the first and second grade under the Catch-Up program with emphasis on bilingual education, read and understand both English and Spanish better than older children did when they were at the same age.

"The bilingual education program is not expected to be a cure-all," Supt. Molina said. "Through it we hope our students will achieve at their proper grade level by the sixth grade. Also, we hope they will have enough self-confidence to participate more in school activities than students of three or four years ago. Above all, we hope they will remain in school to graduation."

APPENDIX H

RECOMMENDATIONS

These recommendations are predicated on a view of the U.S. as a distributive-electro-biochemical industrial system in which it is expected that the state of Texas as a whole, will continue to play a moderate role in attracting new industries; that some cities in Texas, such as Houston with 23.4%, Lubbock with 23.2% and Dallas with 23.1% urban growth rates, as reported by the U.S. Bureau of the Census, will continue to attract a disproportionate share of industry and other forms of urban development; and that Laredo cannot reasonably expect to attract enough investment capital or industry to supply employment to 100% of either its present or potential labor force. Thus Laredo might well give some consideration to providing a school system whereby at the option of the students, they may be prepared either for college academic studies by qualifying for the usual academic diploma; or for immediate employment after graduation with a technological diploma, based on 3 years successful work in grades 9, 10, and 11, in a terminal type program; or continuation in career technological-occupational training, in either Laredo or elsewhere.

A further predication of these recommendations is that one of the most outstanding delusions of our time is that societally pervasive problems can be rectified on a piece meal or patchwork basis. LISD needs more than a few additional counselors, replacement of a few teachers, the addition of a few vocational training courses, etc., etc. Essentially it needs a curriculum and organizational structure that

does for the disadvantaged child, the potential dropout, at least as much as the present academic curriculum and organizational structure does for the college bound student.

An additional predication is that LISD is going to have to go with what it has; plus whatever extra help the state and federal governments can give in the way of funding, with considerable help from other community organizations and institutions; and with whatever LISD can do to arrange additional training, education, and supervision of the school personnel available to it.

And there are numerous reasons outside of the data embraced in the study, why at this time such a moderate reorganization of LISD is propitious, and predictably, will not soon occur again:

1) A single board of trustees governs LISD and Laredo Junior College.

2) Several board members have recently been reelected so board composition will remain stable for some time.

3) Several administrators in the office of the Superintendent and in the office of the Federal Projects have a progressive orientation combined with long experiental backgrounds, to make such reorganization not only feasible but sound in procedure.

4) LISD just beginning ETV programming, an extremely laudable development as it will permit many students to interact with worthwhile material placed between themselves and the less qualified teachers.

5) Laredo city political structure just reelected so will remain in office throughout reorganization.

6) Model Cities program just getting underway and cooperation can be expected from this and other community agencies.

7) Texas Education Agency members are well acquainted with problems faced by disadvantaged students in LISD, and seem favorably disposed toward rendering expert aid in arriving at possible solutions.

8) Federal agencies oriented toward necessity of innovative programs to aid the disadvantaged student.

9) It is expected that senior administrators of John Connally Tech at Waco, if requested, possibly would be available for consultation.

10) The College and University Coordinating Board does not seem to be in opposition to local regions seeking solutions to local educational problems based on a unique, local situation. And the formulation of the state wide junior college system is still in a state of flux.

11) Laredo can no longer evade or avoid the issues of social class as such issues impinge on publicly supported institutions operated for the benefit of an advantaged, select few.

The following recommendations are inclusive of detail only to the minimum extent necessary to convey a broad pattern of student opportunity and anticipated participation behavior, student preparation, and expected beneficial results to the student and to the community.

1) It is recommended that LISD and Laredo Junior College be reorganized initially on a 5 to 7 year experimental, innovative basis into the following grade structure.

LISD GRADE STRUCTURE

Academic Program Grades		Technological-Occupational Preparatory Institute Program Grades	
K-1-2	Primary Grades	**	
3-4-5	Elementary Grades	**	
6-7-8	Junior High Grades	**	
9-10-11	Senior High grades	9-10-11	Technological-Occupational Preparatory Institute
Curriculum:	Academic	Curriculum:	Academic-Career Preparation (½ day Academic - ½ day career program
Result:	Diploma	Result:	Technological Diploma

LAREDO JUNIOR COLLEGE

Three Year Academic Program	Three Year Vocational Education Program (Includes terminal training programs of less time duration
College prep year	First year in College Vocational Education Program
Freshman year	Second Year in College Vocational Education Program
Sophomore year	Third Year in College Vocational Education Program

** All pupils in Grades K through 8 would be in the regular primary, elementary and junior high school programs, with the possible exception of some overage in grade students who have become 14 years of age and who wish to move to the TOP Institute for vocational training.

For the Academic program such an organization would:

a) Allow LISD to organize the newly required kindergarten level without having to recruit a full complement of teachers for it, by the retraining of many of its present teachers.

b) Obviate the necessity for new academic classroom space over and above that which is presently required or anticipated.

c) Allow a student to begin school at age 5 and complete 12 years at LISD at age 17.

d) Allow for smaller class size at the senior high school level

e) Tend to create a better and more cohesive senior high school classroom atmosphere, through having students with a greater homogeneity of interests and goals.

f) Allow the presentation to interested classes of course content supplementary material concerned with careers requiring college or university preparation.

g) Allow guidance counselors to become thoroughly familiar with such aspects of guidance as are pertinent to academically inclined students.

h) Allow modifications of the curriculum based on a reasonably well defined criteria of goals, aims and purposes appropriate to the student body and to the community.

i) Allow supervisory personnel to establish with teachers, more finely drawn goals and aims designed to produce student reading proficiency and to maintain student classroom deportment based on a higher degree of student motivation and on well established educational objectives, such as Bloom's Taxonomy.

For the Technological Occupational Preparation Institute (TOP Institute) such an organization would:

a) Allow the pupils the benefits of the regular program in grade K through 8, plus a curriculum content that includes at the junior high school level, material concerned with career choices of a technological-occupational nature.

b) Lend credence to the stated intent of the public schools to prepare all students for various kinds of success, after the years of schooling are completed.

c) Eliminate patchwork procedures usually associated with adding and deleting vocational courses and shop work, by

d) Establishing a separate building complex and organizational structure of its own, but one integrated into the present overall LISD public school organizational structure.

e) Present to the students academic type classroom instruction more directly beneficial in content. For example, reading development through the use of tech manuals, repair guides, etc.

f) TOP Institute program would allow students to enter it just at the time when the dropout problem becomes acute for 50% of them.

g) TOP Institute program allows sufficient flexibility for work-study arrangements whereby student receives sufficient salary to remain in school.

h) A mobil, experimental ITV unit placed within the TOP Institute structure would allow innovative training films to be developed.

i) Allow guidance counselors to become thoroughly familiar with such areas of guidance as are pertinent to those students in the TOP Institute.

j) Provide a possible location for supplementary courses and instructors provided by large corporations. For example, International Telephone and Telegraph trains some 200,000 people in sixty countries each year as an educational service. The company presently operates a coast to coast network of 30 schools, and there is no reason why they could not be invited to offer one or more courses in the TOP Institute.

k) Allow modifications of the curriculum on a basis flexible enough to meet the requirements of the students and of the community. And especially is this desirable in the area of relatively short term-one time training courses.

It is also of considerable importance that as the labor requirements in areas outside Laredo, for training in specific fields change, that the curriculum make the necessary adjustments. For example, the U.S. Labor Department's Bureau of Labor Statistics reported in 1969 on an average annual basis through 1975, employment opportunities, among many other areas, will be primarily in the following:

Bookkeeping workers	80,000
Carpenters	32,000
Cashiers	60,000
Cooks/Chefs	44,000
Hospital Attendents	77,000
Mechanic/repairman	84,900
Nurses: Licensed Practical	39,000
Registered Professional	61,000
Office Machine Operators	43,000
Sales people Retail	140,000
Steno/secretaries	175,000
Truck Drivers	129,000
Typists	60,000

In addition, ITT estimates that in the next 5 years industry will need 350,000 new technicians and draftsmen/designers and 138,000 computer programmers. As these requirements change over the years so must the TOP Institute curriculum reorient itself.

Another area of possible usefulness to Laredo is the field of fibre glass construction. High school level, TOP Institute, students could produce pick-up bed canopies and open cockpit boats, for sale at material cost prices. This could well lead to a boat/camper light industry in Laredo, located as it is between two large lake and recreational areas.

1) Allow students from the larger and some what isolated trading area served by Laredo access to TOP Institute training on a moderate tuition basis.

m) Prepare LJC for the time when it will become advisable to broaden its revenue base by becoming a regional college.

2) It is recommended that irrespective of any changes in the number of grades in the public school and college organizations, the TOP Institute program, or some rather large scale variation of it, be organized, if LISD is to decrease the dropout rate significantly.

3) It is recommended that LISD organize its Census and Statistics office include individual student data on the junior and senior high school levels, and that all census and statistical data be computerized, or, at the very least, such data should be key punched into IBM cards for machine processing.

Further the installation of data processing generates information indispensable tc the individualization of student instruction, scheduling, and high quality student personnel services, including, of course, guidance and counseling.

4) It is recommended that English as a Second Language (ESL) be implemented throughout the elementary schools of LISD, and

5) That developmental reading programs be the first priority for junior high school students, for senior high school students and for all teachers in LISD.

6) It is recommended that an accountablility for learning system be instituted in all the schools of LISD, by requiring supervisory and administrative personnel to formally and professionally appraise the individual efforts of the teachers in regard to:a) student motivation; b) measurement and evaluation of student learning as related to behavioral, sometimes referred to as instructional, objectives; c) human relationships with the students; d) a knowledge and use of a substantially sound theory of developmental psychology, by teachers on the elementary level in regular and remedial classes; e) individual guidance and direction of the students based on a), b), c), and d).

7) It is recommended that a plan be placed in operation to utilize the students who are the best readers on the junior and senior high school levels, as tutors to those elementary and junior high school students in need of such help.

8) It is recommended that a reading clinic be established; initially to work with primary level pupils.

9) It is recommended that high quality, graduate level university extension courses in guidance and counseling, human relations, educational psychology and developmental reading be required of all teachers in LISD who have not acquired 5 or more graduate semester hours in the last 4 years.

10) It is recommended that definite and direct steps be taken to provide to the students through some community agency, information relative to Family Living in the 20th Century.

11) It is recommended that a breakfast program on the same basis as the present lunch program, be organized.

12) It is recommended that in order to obtain the maximum services from the nucleus of excellent teachers in LISD, that two committees be formed from these teachers, 1) To formulate a non-graded system for the purposes of making more evident the process of the individualization of instruction and for evaluating student progress, without placing the stigma of failure on those who do not learn quite as fast as some others do. 2) To organize a junior high and senior high school program that embraces large group and small group instruction and independent study, without resorting to team teaching. There just does not appear to be a sufficiency of qualified teachers for team teaching to become a reality.

13) It is recommended that no teacher be permitted to require the purchase by any student of any item that does not clearly and directly enhance the learning environment of the student.

14) Deleted

15) It is recommended that there be organized an in service program that makes use of the experiences of a number of professional persons qualified to convey, to the teachers and administrators presently and virtually entirely concerned with the things of schooling, the spectrum of learning as an attitudinal, behavioral, process formulation.

APPENDIX I

Being Poor Is Expensive

It's expensive to be poor.

This is no play on words but is a capsule summary of a "profile of poverty" drawn by Margaret Nelson, consumer economics specialist at the University of Wisconsin.

The buying habits of middle-and upper-class Americans are influenced in part by convenience, she points out, while for poor people buying always means meeting just their immediate needs.

The poor have no chance to take advantage of seasonal or weekly sales because of the small income they have. Neither are they able to buy in quantity. They must buy in amounts they can afford that week, usually one item at a time.

The poor also have little control over where they buy because they have no baby sitter, no car, no taxi or bus money. They must buy close to home no matter what the cost.

Low-income families are further handicapped by lack of consumer know-how. They are especially vulnerable to door-to-door salesmen peddling things they don't need at inflated prices.

The average American consumer learns to buy good quality items at reasonable prices. Poor people frequently must buy shoddy merchandise because the low price—which is expensive in the long run—is all they can manage.

Poor families have no flexibiiity in the method of paying bills. If they can get credit, the cost is high. They have little choice in their source of loans because they are poor credit risks, so they pay both high interest rates and for long time periods.

Poverty is expensive in nonmonetary ways. Lower quality educatior usually plagues the poor, hindering their ability to improve themselves. Living conditions sap energy and ability to resist disease and overcome personal problems.

In short, the poor can't afford to be frugal and "poor" isn't always lazy—it may just be tired, ill and hopeless.

Next time you wonder why more people don't lift themselves out of poverty, think about these things.

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